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ABSTRACT

The Even Start Family Literacy Program, in its fourth year of operation, provides a literacy environment based on the Family Intergenerational-Interaction Literacy Model (FILM) in the southwest area of Oklahoma City. The FILM model is designed to provide a family literacy education program for parents, extended family, and their preschool children from culturally diverse environments who need education in both basic skills and parenting strategies. High school drop-outs and first-generation non-English-speaking immigrants are the target audience. Objectives of the program are to: (1) provide a safe environment where families can develop the education, economic, and social skills they need to plan and achieve long-range goals; and (2) empower families with the strategies needed to break out of the intergenerational cycle of under-education and poverty. An evaluation of the program was conducted, using a series of aptitude tests and interviews of the graduates of and participants in the project. The evaluation included--in addition to assessment of compliance with the basic national program requirements--activities aimed at determining the program's impact on the parent's literacy, home environment, parenting skills, and attitudes. An additional component was identifying the longitudinal progress of the preschool graduates as they entered educational settings. The evaluation found that: (1) parents' attitudes toward learning changed positively as a result of being involved for a consistent amount of time in Even Start; (2) parents made behavior changes and became more confident of their parenting knowledge base; (3) children's readiness for school and their social interaction and language improved; and (4) involvement in Even Start prepared preschool children for future success in school. (AA)

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Even Start Family Literacy Program Evaluation
Oklahoma City Public Schools
A National Diffusion Network Approved Program
Family Intergenerational-Interaction Literacy Model
1993-94

June 30, 1994

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Acknowledgment

The Oklahoma City University Evaluation Team members gratefully acknowledge the support and cooperation of Mary Brown, Even Start Family Program Supervisor, for her continued efforts in reviewing and writing the Program Effectiveness Panel Application, the National Diffusion Grant Application and the 1993-94 Evaluation Report. This project could not have been completed without the support of the Even Start staff and families involved in the program this academic year.

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Oklahoma City Public Schools
Even Start Family Literacy Program
Oklahoma
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Family Intergenerational-Interaction Literacy Model

Oklahoma City Public Schools

Even Start Family Literacy Evaluation Project

" Having all boys is very hard because I think they are the same but they are not. Even Start has helped me to see each one as an individual. . . . Even Start has taught me how to treat them. How to respond calmly in a lot of situations."

Quote by Mary Ervin

" A program that gives us a second chance. . . We can lead our children into a better future."

Quote translated for Guadalupe Iglesia
by Laura Minjarez

"Can a mother with three children continue her education? Yes, a mother with children can continue her education."

Quote by Francisca Hallman

These are quotes from two current students and a graduate of the Even Start program who presented at the "End of Year Celebration" on June 2, 1994. The quotes reflect the parenting and the educational opportunities available through the Oklahoma City Even Start Family Literacy program.

I. OVERVIEW

The Family Intergenerational-Interaction Literacy Model (FILM) was originally written as an Even Start Family Literacy Program for Oklahoma City Public Schools. The instructional model was developed by Rebeca Itzkowich, Even Start Family Program Supervisor (1990-1993) and Mary Brown, the current supervisor, with the theoretical application of the model being designed by Donna Castle-Richardson, Project Evaluation Director, and Deborah Papesh, Associate Director of the Evaluation Project, in conjunction with the family educators in the program.

The local evaluation for the Oklahoma City Even Start Education Program has been conducted by the Oklahoma City University's Division of Education Evaluation Team. The evaluation activities have been extended beyond the national Even Start Program's evaluation information system with a major focus on identifying the current strengths and weaknesses in the program for the purpose of improving the program's practices and procedures. The long range goal is to develop a model for national replication. The evaluation activities have been conducted over the past three years with the focus being on the target population involved in the program in the 1993-94 school year.

II. HISTORICAL OVERVIEW OF THE FILM PROGRAM

FILM is now in its fourth full year of operation and service, with the initial pre-planning stage occurring in the Spring of 1990. In 1991-92 and 1992-93, the Even Start evaluation team's data demonstrated increases in pre and post scores which reflect the strength of the model as compared to other Even Start programs in the U.S. In December of 1993, the evaluation team and the program staff submitted a Program Effectiveness Panel application and in April of 1994 the FILM program was validated by the panel as the first Even Start program in the U. S. Department of Education National Diffusion Network .

III. DESCRIPTION OF THE EVEN START FAMILY INTERACTION-INTERGENERATIONAL LITERACY MODEL (FILM)

In 1988 the Elementary and Secondary Education Act of 1965 was amended by the Hawkins-Stafford Elementary and Secondary School Improvement Amendments which authorized the Even Start program. According to the law the Even Start program is intended to:

> "..... improve the educational opportunities of the Nation's children and adults by integrating early childhood education and adult education for parents into a unified program. The program shall be implemented through cooperative projects that build on existing community resources to create a new range of services." (P.L. 100-297, Sec. 1051). "

This program works with the entire family to underscore the importance of education by providing an effective family literacy program. The Family Intergenerational-Interaction Literacy Model (FILM) is designed to increase the educational level of disadvantaged parents and children through the following means:

***Improve the basic literacy and employment skills of parents to enable them to achieve education, economic, and social goals. Parents are provided with GED preparation classes and ESL classes four times a week with individual literacy tutors working one to two times a week.**

***Encourage parents to become true partners in their children's education through parent participation in weekly parent/child interaction playgroups.**

***Enhance parental skills through weekly Parent Interaction Groups where parents work cooperatively with peers in order to identify parental behavior for fostering the total development of their children.**

***Improve parenting with parent educators visiting the home twice a month to model and involve parents in reading and other activities with their children. During the Home Visit individual needs and concerns are addressed.**

***Provide an Early Childhood Learning Center that fosters a delight in learning, develops a positive self-image and encourages social, cognitive, emotional and physical development**

***Provide referrals to community and city agencies for a variety of needed services.**

The empowerment of each family member has been a major goal in the development of this family literacy program. In conjunction with this, long range goals are established to extend beyond the basic educational foundation by providing opportunities and objectives for family members to continue their education. As a result, a high percentage of graduates from FILM have continued in advanced educational programs or found occupations that have improved their families' quality of life.

The rationale for the family literacy program has evolved from societal needs and recognition that helping the family structure through education in various areas improves the quality of life for all members. A major priority of this program has been to provide support to targeted families including high school drop-outs and first generation non-English speaking immigrants. The program works with the entire family to underscore the importance of education while providing an effective parenting model.

The objective of the program is two-fold: **(1) to provide a safe environment where families can develop the education, economic, and social skills they need to plan and achieve long-range goals and (2) empower families with the strategies needed to break out of the intergenerational cycle of under-education and poverty.**

A major advantage of this program, as cited by the parents through attitudinal surveys, is the inclusion of the Early Childhood Learning Center on site, thus meeting the need for child care as adults attend classes. This factor, combined with daily transportation provided by the local school district, enables parents to attend on a regular basis due to their need for daily transportation. Each morning, the Oklahoma City Public Schools and Southwestern Bell Company provide families and adult educators the opportunity to meet informally over a family-style breakfast in order to meet the need for interactive networking amongst staff and families. Lunch is served to the children in their classrooms at the end of the program morning to meet the nutritional needs of the children. All of the previously discussed factors contribute to the high retention rate of the families. Several participants have been incorporated into the program as "training aides" in the Early Learning Center to provide daily models for future success, as well as offer opportunities for applying newly learned strategies. This particular component of the FILM project empowers participants by allowing them to have an integral stake in the program, thus enabling them to realize the extent to which the program helps others in similar situations.

A. The Basic Program Components of the FILM program

The three basic components of the program are the adult basic education, parent education and early childhood education. The FILM program implements these components as described below:

Adult Basic Education Components. Parents are provided a safe, responsive educational environment to develop literacy skills. The classroom also provides an interactive and applicable "real-life" curriculum where students grow and learn through cooperative learning groups and responsive inquiry.

The adult literacy program is also sensitive to the diverse cultures, learning styles and academic needs of the adult learner. A major goal of this program component is to empower parents to rediscover themselves as lifelong learners by becoming actively involved in their own learning as well as the community of learners around them.

Parent Education Components. The parent education component integrates three of the five instructional elements: parent discussion groups, home visits and the parent/child interaction playgroup. Each of these subcomponents meets once a week for 1 to 1 1/2 hours with the home visits occurring every other week. **Parent Discussion Groups** provide a responsive and reflective curriculum where parents share concerns and focus on improving the quality of their individual parenting styles. **Home Visits** meet diverse parenting needs by developing the concept that the parent is the child's first teacher. The Home Visitor takes books and educational games and makes use of existing materials in the home in order to create activities for learning through play. In addition, the Home Visitor empowers the parent to meet the individual needs of the family by responding to questions and identifying community agencies which will enhance the quality of life. The Home Visitor is a powerful role model who assumes a supportive role in the home. **Parent/Child Interaction Playgroups** provide a developmentally appropriate setting for the parent and child to work in conjunction with early childhood and adult educators. Parents are given the opportunity to observe models and demonstrate growth in parenting strategies. Active participation with their children and other adults in daily routines foster the growth and positive development of the integrative family.

Early Childhood Education Components. The Early Childhood component is incorporated into three elements: the Early Learning Center, Home Visits and the Parent/Child Interaction Playgroup. The **Early Learning Center** provides a developmentally appropriate learning environment for young children by offering choices within a full spectrum of learning centers. The children work in small groups, large groups and individually by interacting, exploring and socializing through directed and non-directed inquiry methods. They are able to construct meaning from a rich and diverse multi-sensory learning environment. The classrooms are designed to offer a "safe haven" in which self-esteem can be built through successful experiences. **Home Visits** and the **Parent/Child Playgroup**, as mentioned above, are integral subcomponents of this main component.

The FILM model is designed to provide a family intergenerational literacy education program for mothers, fathers, extended family and their preschool children from culturally diverse environments who need education in both basic school curriculum and parenting strategies. High school drop-outs and first generation non-English-speaking immigrants are the targeted audience. The program is designed to break the cycle of under-education by meeting the literacy needs of economically-challenged families. Program needs are outlined by the population served allowing each family's individual needs to be directly addressed.

B. Background, Foundation and Theoretical Framework

This program provides an intergenerational learning environment through home-based and center-based activities at a single site in the southwest area of Oklahoma City. The program is currently

in its fourth year of operation. The national Even Start program was originally developed to incorporate a variety of services toward three major educational components of basic adult education, parenting education and early childhood education. The Family Intergenerational-Interaction Literacy Model (FILM) in Oklahoma City has integrated and elaborated upon the three educational components outlined by P.L. 100-297, Sec. 1051

This program is a center and home-based program which implements the three basic components into an instructional model of five integrated elements. The model provides a learning environment with a curriculum that meets the diverse learning needs of the family members. Since current research on literacy is the foundation for the program, Don Holdaway's model for instruction, which includes Demonstration, Participation, Practice and Performance was adapted and expanded into the five instructional sections. FILM's major goal is to provide instruction on the application of strategies into daily life. The program's core foundation implements the integration of the whole language philosophy, emphasizing a multi-sensory, multi-lingual and culturally sensitive learning environment. The program's design allows individuals to excel through utilization of unique learning styles.

The instructional design, MODELS, was developed by the evaluation team director in consultation with the associate director and the Even Start staff as a result of extensive analysis of the instructional strategies used by the staff. MODELS, a model for success, incorporates current educational theory from effective teaching and literacy development research and is outlined below:

Model
Observation
Discussion
Exploration
Life skill integration
Success celebration

MODELS integrates into five instructional elements, which evolved from the three required components as outlined by Even Start legislation. The five instructional elements are discussed below.

Adult Interaction Education Classes. The Adult Interaction Education classes implement a basic theoretical model of cooperative learning and effective teaching strategies. The adult educator **Models** the initial strategies, then leads the students into interactive learning as they **Observe, Discuss** and **Explore** the new strategies with their peers. The strategies for learning are encouraged to be integrated into everyday **Life** situations, with celebrations of **Success** occurring when these strategies are implemented. The curriculum content focuses on the students' diverse learning styles required to pass the GED, improve English, and further build upon a stronger foundation of strategies for lifelong learning. An important addition to the program goals has been to enable parents to enter programs of higher education or find employment that would have previously been impossible.

Curriculum topics and activities are planned to meet the needs of adult learners who have diverse learning styles and needs. The classrooms are arranged to enable students to work in small

groups, empowering them to solve problems as they relate to simulated everyday life situations. Learning centers are used for interactive learning, consisting of eight focus areas: Basic ESL, Advanced ESL, Adult Basic Education - Life Skills, GED, Post GED Enrichment, Job Prep and Contemporary Skills and Individualized Literacy Tutors. A sense of extended family concurrently develops as the program evolves into a community resource center, offering families access to a support core.

The following vignette demonstrates how MODELS is applied in the adult classroom.
*Sally, the adult education facilitator, begins to introduce the concept of percentages to the students in the GED class. She begins by **Modeling** how the class attendance record can be written as a ratio, then translated into percentages. As the students **Observe** her work with various manipulatives and visual aids, some of them begin to nod in understanding and jot down her work from the board. After modeling several examples, Sally asks the class to break into groups and choose a leader for their interactive problem-solving session. The students work cooperatively to **Discuss** and **Explore** the learned strategies, integrate the knowledge into their **Lives** by calculating their own attendance records for the month, and finally celebrate **Success** as they recount the number of days they have spent toward their goal of passing the GED.

The Parent Discussion Groups. The Parenting Discussion Groups empower parents to reflect on the **Modeling** from their parent facilitator during home visits and their peers and teachers during the Parent/Child Interaction Play Group. By **Discussing**, **Exploring** and **Observing** parents identified their own parenting skills and were better able to apply effective parenting strategies in their own **Lives**. Each session begins with a sharing time for adults to celebrate their **Successes.**

The purpose of this instructional section is to provide a culturally and linguistically responsive interactive model which is sensitive to the changing needs of the family. The major goal is to instill the concept that parents are the first teachers of their children in all cultures. As parents discuss their own situations in the parenting groups, they learn to reflect upon their own upbringing, as well as problem-solve by applying current parenting strategies. Parents learn to re-parent through cooperative group discussion and goal-setting.

Diverse topics such as developmentally appropriate expectations, guidance theories, literacy and reduction of parental stress are explored. Parents develop an appreciation for others' points of view, while building a foundation in parenting strategies that enhance effective communication among family members.

The Early Learning Center. The Early Learning Center incorporates the theoretical foundation of developmentally appropriate practices as outlined by the National Association for the Education of Young Children (NAEYC) providing a multi-age environment that celebrates the unique needs of culturally and linguistically diverse preschoolers. The environmental design is based on a multi-sensory curriculum which enhances the total development of the child. Historically early childhood theory has based the importance of sensory learning on such authorities as Pestolozzi, Froebel, Montessori and Piaget.

Two important priorities in the curriculum are the development of human relation skills and emergent literacy. The environment encourages the reading and writing process by both sustaining and promoting native language fluency, as well as enhancing second language acquisition. Children learn with peers and adults in a whole language setting through oral communication, children's literature, writing materials and bilingual resources which are integrated throughout the learning environment. Children are encouraged to develop life skills of compassion, negotiation, self-direction, language and responsibility through the application of the MODELS teaching strategy.

The uniqueness of the Early Learning Center is partly attributed to the parents' interaction with their children during the Parent/Child Interaction Playgroups discussed below.

Parent/Child Interaction Playgroup. For the past two years, attitudinal surveys have been collected as the participants graduate or leave the program. As summarized from these attitudinal surveys, the crystallization of the Family Intergenerational-Interaction Literacy Model occurs in this component. Parents, educators and children come together in an educationally motivating environment where the parents can practice their new parenting strategies and develop confidence in themselves through an interactive learning setting.

Two major goals for improving parenting strategies include the playgroup environment and the teacher as the model for parent-child interaction. The first goal is to open the early learning environment to the parent through spontaneous interaction with the support of adult and early childhood educators nearby. The second goal is to facilitate cooperative problem solving within the activities and interaction. Thus, the role of the early childhood educator is to plan the environment, model strategies and facilitate interaction.

The following vignette illustrates how MODELS is incorporated into the learning strategy of the playgroup. Cara and her mother, Kisha, work together to construct tissue paper flowers during Parent/Child Interaction Playgroup. While working together, Maria, one of the playgroup facilitators, visits with the two of them and **Models** inquiry prompting for the mother. As the facilitator interacts with Cara, Kisha **Observes** the types of open-ended questions Maria asks. Later, Kisha **Discusses** the importance of using open-ended questions as she **Explores** this new strategy with the guidance of the facilitator. As they finish making the large flowers which will be used for the program's open house, Kisha integrates this knowledge into her **Life** by asking Cara open-ended questions about the types of books she would like to check out later.

The Home Visit Interaction. The home visit provides the key in meeting and responding to the families' individual needs. **MODELS** incorporates the historical significance of learning through instructional and peer modeling. As the home visitor continually demonstrates appropriate strategies for reading and playing with the child/children in the home, she begins to establish a rapport of trust. In implementing **MODELS**, the home visitor first **M**odels adult-child interaction. The parent **O**bserves the interaction as it occurs. The third phase includes **D**iscussion about the interaction, including questions that the parent may have, or reflective techniques that the home visitor utilizes to direct a strategies session. The adult is then

encouraged to **Explore** through practice and experimentation with the newly acquired parenting strategy. This stage is important in securing an environment without fear of reprisal. The parent is encouraged to apply the newly learned strategies by utilizing materials already present in the home for **Life** skill integration. The **FILM** center also offers a library for lending books and other educational materials. On each visit the parent, home visitor and children celebrate their Successes.

C. The FILM program Operation.

FILM provides integrated family literacy services to parents in need of adult basic education with an early childhood environment for their children, ages birth through five during the school year. The adults have Adult Basic Education (ABE), GED preparation or ESL classes twelve hours per week, while their children are participating in the Early Learning Center classrooms in close proximity to their mothers. All of the parents participate in a Parenting Interaction Discussion Group one hour per week, with another hour per week devoted to the Parent/Child Interaction Playgroup. The parent and child receive a home visit from a parent facilitator one hour every other week.

Adult Interaction Education Classes. Individualized and group instruction meets the learning needs of the adult learner. Effective problem-solving strategies are used to introduce content, then interactive strategies are used to develop understanding with instructional materials being adapted to facilitate cooperative learning. The second part of instruction includes integrating meaningful life experiences with individualized center work. The curriculum is presented through sequentially organized centers, empowering students to choose areas that were identified cooperatively through teacher and student planning. Students interact with both teachers and peers as they develop problem solving strategies and skills.

MODELS is demonstrated in the following example:
*The students in the adult education GED class are interacting in small groups of 3-4 people. The goal of the day is using key words to help students summarize, retain and organize newly gained information from written or spoken information. The group facilitators **Model** how to search for the key words from a newsletter article, then continues to model how to reconstruct information in their own words. After **Observing** the applied strategies, the students work together in small groups in order to help each other organize knowledge through **Discussion**, carefully analyzing and comparing strategies used to remember information. As the groups **Explore** the learned strategy by reflecting on past experiences, Stacey remembers that she jots down key words during conferences with her child's teacher in order to gather important information to further help her older child succeed in school. Juana remembers that she applies this strategy while working with telephone solicitors and car salesmen before making large monetary decisions. Carmen suggests that others use this to prioritize and organize buying information with their children, modeling another very important **Life** skill. At the end of the day's session, they plan how they will personally utilize this technique during the next week. Susan, a group facilitator, noticed that several of the students still had difficulty pulling the key words from text, but were better able to accomplish this auditorily. She suggests that these students utilize the language- listening center in order to strengthen their confidence in gaining main ideas from written text by utilizing inherent

listening strengths. As these students begin working in groups of two or three they are able to move to sequentially more complex texts from which to gather key words. A week later, the class session begins by sharing the individual **Success** of each student.

The curriculum includes core classes in math, reading, and writing, with an integrative emphasis on social studies, sciences, and geography. Another focus of the instructional period is implementing these learned skills and strategies in the students' daily lives.

Parent Discussion Group. Parents meet in an informal environment for one hour per week to discuss areas of concern in parenting. These are outlined by both parent surveys and from observations by adult education facilitators taken from home visits and playgroup. Once again, peers interact and learn from each other through the **MODELS** format, empowering participants to become leaders as well as learners. Guest speakers from supportive community alliances are utilized to empower groups to reach goals through cooperative learning strategies.

The Early Learning Center. This section of the program provides three multi-age preschool groups: the younger group consisting of infants to two year-olds; two and three year-olds in a middle group; and finally, the third group consisting of four to five year-olds. The children attend this program for twelve hours each week. The multi-sensory, culturally responsive program fills the needs of the children by focusing on the children's strengths, thereby encouraging responsibility and facilitating high self-esteem. Teachers and children work to build trust and celebrate diversity. Due to the supported multi-cultural interactions, both children and teachers are able to benefit by respecting and embracing diversity.

Developmentally appropriate practices, as outlined by the NAEYC, form the theoretical base of the program where children are encouraged to select their activities from a variety of interests and choices. Activities center around the five senses with a strong emphasis on children's literature and the developmental writing process. Through the diversity of interactions that take place in the classrooms, **MODELS** is incorporated into every learning component, including the Parent/Child Interaction Playgroup which takes place in the early learning classrooms.

Parent/Child Interaction Playgroup. The Playgroup is conducted during a one-hour period each week when the parent attends the preschool class in which her child is currently participating. The instructional time focuses on developmental theory and is implemented through **MODELS**. The uniqueness of this early learning environment is the integration of the parent into the playgroup. Parents and children are encouraged to bring materials to support the curriculum and make a strong connection between home and school. A sense of extended family is developed as parents, children and teachers work together. Teachers model a responsive environment where parents, teachers, and children learn from each other.

Home Visits. Two times each month, a home visitor spends personalized time with the parent and child in the family home setting. During the one-hour visit, the facilitator models appropriate parenting strategies within the home setting. The second objective of the home visitor is to provide a discussion time to meet the individual needs of the family. When special needs are

identified, the home facilitator works cooperatively with the parent to locate agencies that will support the needs of the family. **MODELS** is utilized as a core component of learning.

IV. SIGNIFICANCE OF THE FILM PROGRAM DESIGN

The significance of the design is in the comprehensive components of the program. Parents who often feel isolated from society are given a sense of community in an environment where personal growth can occur. Family support services are provided for individual and family therapy, and speech/language therapy is provided from community resources. In addition to the Early Learning Center which provides an on-site developmentally appropriate early childhood program transportation and on-site meals are also provided to help families overcome some logistical barriers.

1. A strong sense of community or family is developed as parents and children enter an environment designed to meet their unique needs in a controlled educational setting.

2. Participation involves adults and their preschool children, with an emphasis on the whole family by offering daily classes four days each week and evening parent discussion groups to mothers/fathers and extended family members who are not able to make the daily sessions.

3. The Adult Education classes provide an interactive curriculum responsive to the students' everyday life situations.

4. Parent Interaction Discussion Group is an interactive model which meets the individual parenting needs of the families.

5. The Early Learning Center is unique in that the program provides a multi-sensory, culturally responsive program with parent-child interactions as well.

6. The Parent/Child Interaction Playgroup focuses on the teacher and other peers as models for learning in an interactive environment.

7. The Home Visit Interaction is implemented as the home visitor Models, Observes, Discusses, Explores, integrates Life skills and celebrates Success (MODELS).

The Family Intergenerational-Interaction Literacy Model (FILM) was developed from 1990-94 in the Oklahoma City Public Schools' Family Literacy program under the funding of Even Start. The program was designed as an intergenerational-interaction literacy program for culturally diverse families with first generation Latino families as one of the focused populations. As demographic data outlines the significant growth in the Spanish population in the United States as well as an increase in the poverty of their preschool children, it is imperative that programs such as this be implemented to promote the successful integration of this population and others within the American culture.

PROCEDURE FOR EVALUATION

The framework for conducting the evaluation project commencing in October of 1991 has been designed by the Oklahoma City University Evaluation Team (ET) to identify the strengths and weaknesses of the Even Start Family Intergenerational-Interaction Literacy Model program components. Each year the focus has been on the target population (entering families), pre-school graduates and adult education graduates. This evaluation project was completed in June of 1994.

The design includes the purpose of the study which outlines the questions to be answered. The sources of data section explains the data collection instruments to be used. A summary of methods utilized to collect both qualitative and quantitative data follows. The major methodolgies for data collection included observations, questionnaires, standardized instruments, and written records. The data analysis summarizes the results of the data collection while the final section of the written report consists of the conclusions and recommendations.

I. PURPOSE OF THE STUDY

The Even Start FILM program in Oklahoma City is in its fourth full year of operation. The Oklahoma City University Evaluation Team started the extensive evaluation program during the second complete year of the project. The purpose for the evaluation has been to answer the following questions which have been divided into six major categories:

1. What are the basic characteristics of the population?

* What are the characteristics of the population being served by the program?

* What is the retention rate of the population being served?

2. How has the program affected the adults' view of themselves as learners toward employment, basic life and literacy skills?

* What changes have resulted in the basic life skills of the graduates of the program?

* What effects has the program had on the literacy and employment skills of the adult participants?

* How has the adults' views of themselves as learners changed as a result of involvement in the program?

3. How has Even Start affected the adults' view of themselves as parents?

* Has the program had any effect upon the participants' parenting skills?

* Has the program had a positive effect upon the family unit?

* What effects have the Home Visits had on the improvement of the home environment.?

4. How has the early childhood education component affected the young children in the program?

* What are the effects of ES on children's school readiness?

* What impact has the program had on the social, language and literacy skills of the children?

5. How has Even Start affected the adult and preschool graduate of the program?

* What longitudinal effects has the program had on preschool graduates as they leave the program and enter other educational settings?

* What longitudinal affects has the program had on the adult graduates of the program?

II. SOURCES OF DATA

The data collection has been conducted using a variety of methods. The program participants and staff were the primary subjects from which data was sought. The evaluation has gone beyond the basic national program requirements to include a variety of activities aimed at determining the program's impact on the parents' literacy, home environment, parenting skills, and overall changes in attitudes. In 1993, an additional component was added to identify the longitudinal progress of the preschool graduates as they entered into public and private educational settings.

The following instruments were used to extend the evaluation project:

1. The Caldwell Home Inventory (HOME) was used to evaluate the home environment. The HOME was designed to identify the quality of the environmental stimulation during the child's early life and subsequent development. The observation instrument was designed for screening. The items in the preschool inventory include the following subscales: (1) Stimulation Through Toys, Games and Reading Materials; (2) Language Stimulation; (3) Physical Environment; (4) Pride, Affection and Warmth; (5) Stimulation of Academic Behavior; (6) Modeling and Encouraging of Social Maturity; (7) Variety of Stimulation; and (8) Physical Punishment. The HOME instrument designed for infants and toddlers includes: (1) Emotional and Verbal Responsivity of Parent; (2) Acceptance of Child's Behavior; (3) Organization of Physical and

Temporal Environment; (4) Provision of Appropriate Play Materials; (5) Parent Involvement with Child; and (6) Opportunities for Variety in Daily Stimulation.

2. **The Social Interaction and Language/Literacy Observation Scale** was developed by the Evaluation Project Director in cooperation with the first Even Start Family Program Supervisor. The Associate Director was trained to observe and collect the data. The instrument was designed to be used as an observation instrument to label children's literacy, language and play interaction. The first component of the observation focused for ten minutes on the Language and Literacy Scale designed to observe infants through two year olds or preschoolers three to five years old. This scale was devised into two basic overall age groups because of the diverse changes that occur during the first five years in both language and literacy.

The second component of the observation focused for ten minutes on young children's play and interaction behavior between peers and adults in an early childhood classroom setting.

3. **The Gordon Personal Profile (GPP)** was administered individually in Spanish and in English to parents participating in the program. "The Gordon Personal Profile provides a simply obtained measure of four aspects of personality that are significant in the daily functioning of the normal person, namely Ascendancy, Responsibility, Emotional Stability and Sociability. In addition, the profile yields a measure of self-esteem based on the sum of the four trait scores (Gordon, 1978: 1)."

4. **A Graduate Questionnaire** was developed by the Even Start Evaluation Project Director with the cooperation of the first Even Start Family Program Supervisor. The purpose for using the questionnaire was to identify the changes which have resulted in the basic life skills of the graduates of the program.

5. **A Participant Questionnaire** was written by the Even Start Evaluation Project Director in collaboration with the first Even Start Family Program Supervisor. The questions were developed to identify the participants' perspective of the program and its overall effects on their family and literacy skills.

6. **Follow-up Interviews on Preschool Graduates** was written by the Even Start Evaluation Project Director and Associate Director in consultation with the Even Start Family Supervisor. The evaluation instrument is a Likert scale with eighteen questions in which the preschool graduates teacher ranks the child compared to other children in the class on a scale from 1-5 with 5 - excellent, 4 - above average, 3 - average, 2 - below average and 1 - poor. The questions relate to language , literacy, physical, social, emotional, problem solving, academic performance, family participation and prediction for school success. The administration of the questionnaire took about 10 minutes then teachers were asked to comment on their observation of the child.

7. **The National Evaluation Information System** required the following testing data for the Even Start Family Literacy programs during the first three years of the program. The Oklahoma City Even Start Evaluation Team has continued to use these instruments.

a. Peabody Picture Vocabulary Test (PPVT) was selected for the national evaluation project to be administered by each Even Start project nationally. This standardized test gives a receptive language or vocabulary that provides an estimate of the child's verbal ability and literacy-related skills. There are 175 vocabulary items on the test listed by increasing difficulty. The examiner reads a word and the child selects the word from four pictures. The test is also written in Spanish (TVIP) and norm groups for the TVIP are Hispanic.

b. The Preschool Inventory (PSI) was used to measure school readiness. The test is written in both Spanish and English. The test compares the performance of Even Start children with that of other children via a raw score, but does not have national norms.

c. The Comprehensive Adult Student Assessment System (CASAS) tests student's ability to apply basic skills to "real life" situations. This instrument was used to evaluate the Adult Basic Education component of the program. The test was administered during the adult education classes and the data was used by the evaluation team to compare students' progress toward becoming functionally literate. Also, the number of adults who passed the GED were summarized to demonstrate students' progress.

III. DATA COLLECTION

The methodology for data collection included a wide variety of techniques. The basic instruments required historically by the national evaluation of the National Even Start programs created the core of the research. The Evaluation Team added standardized instruments, observations instruments and interview questionnaires which provided additional information to measure the total program components.

The following procedures were used to collect the data:

1. Caldwell Home Inventory (HOME)

The Associate Director of the evaluation project visited the homes of each of the new entering participants during the 1993-94 academic year. The Associate Director completed the HOME observations and interviewed each parent to complete the HOME Inventory. The homes were visited within the first six weeks of attendance in the program and again in April and May of 1994.

2. Social Interaction and Literacy Observation Scale

Initial observations of the target children began in September 1993. Each target child was observed during the Early Learning component of the program by the Associate Director. The Associate Director observed each target child for 60 second sweeps then recorded during the next 30 seconds. The observation continued for a total of 20 minutes, with a 10 minute focus on social interaction and a 10 minute focus on the literacy skills of each target child. The pre and post observations were conducted in the areas of social interaction (e.g. solitary, associative, parallel, cooperative , functional, etc). Observations conducted within the area of language and literacy development. In this evaluation, they were in two age groups - "Birth to age 2" and "Age 3 to 5." The form "Birth to Age 2" identified nonverbal, one word, holophrase, telegraphic,

two words, and imitative language. The form "Age 3 to 5" observed language outlined by Joan Tough (1985). Anecdotal records were kept on the children's language development. Areas of play and language were evaluated based on the effect to the child and his environment. The effects were recorded as (+) positive, (-) negative, or (0) neutral. The second observations were conducted in April and May of 1994.

3. Graduate Interviews

In May of 1994 graduates of the FILM program were interviewed individually at their place of residence, Even Start site or by telephone by the Evaluation Team Director or the Spanish Interpreter. The instrument recorded the length of time each graduate participated in the program. The interview surveyed any changes that had occurred since participating in the program in the areas of education, job opportunities, finances, family situations, parenting skills and children's school success. The interviews were recorded on the questionnaire to be included in the evaluation report data analysis. Graduates were identified as participants who completed the GED during the previous school year.

4. The Parent Participant Questionnaire

The interviews were conducted by the Evaluation Team (ET) Associate Director during the months of May 1994. The participants were interviewed individually in their home during the a thirty to forty minute session. Answers were recorded on the questionnaire during the interview.

5. The Gordon Personal Profile (GPP)

The GPP was administered by the ET Associate Director and a Spanish interpreter for pre and post testing. The first tests were administered in late September of 1993 and the post tests were completed in April and May of 1994. Participants were individually interviewed in a separate room while attending their adult education classes at the Even Start site.

6. The Peabody Picture Vocabulary- Revised (PPVT-R) or (TVIT)

The PPVT and TVIP tests were administered by the Associate Director and the Spanish tests were administered by the Spanish-speaking Examiner. The PPVT-R is designed to measure a subject's receptive (hearing) vocabulary for Standard American English. It takes approximately ten to twenty minutes to administer and requires no reading by the examinee. The examinee is asked to indicate which of the four pictures correspond to a word read aloud by the examiner. They may indicate either verbally or by pointing to the picture. There is also a form (TVIP) for Spanish-speaking children.

The PPVT-R and the TVIP were administered to the target group of children during the fall and spring testing periods. Each child was tested individually.

7. The Preschool Screening Inventory (PSI)

The PSI was administered by the Associate Director. The PSI has 32-items and was selected as a face-valid measure of school readiness. The test provides a raw score. The test has been used to evaluate preschool children in a number of at-risk types of preschool programs historically and is relatively brief to administer.

8. Follow-up Interviews on Preschool Graduates

The follow-up interview questionnaire was administered to teachers of the preschool graduates who had spent a minimum of one year in the OKC FILM Even Start program. The population for the spring 1994 research consisted of twelve kindergartners and one preschooler.

9. The Comprehensive Adult Student Assessment System (CASAS)

The CASAS was administered to the adults during their adult education classes. The pre and post tests were administered in both the fall and spring, respectively. The test was selected by the national evaluators because it measures the student's ability to apply skills in "real life" situations. The test consists of multiple choice questions and is designed to test the adults ability to apply functional context by stressing the application of skills. The test has different levels for pre and post test alternative forms with focus on math and reading. The test takes approximately 60 minutes and consists of 24 to 38 items.

DATA ANALYSIS

The analysis of data includes the summary of both qualitative and quantitative instruments which provides a diverse study of the characteristics of the participants. Extensive individual interviews have been conducted to identify strengths and weaknesses in the program.

I. DATA COLLECTION ANALYSIS AND SUMMARY

To analyze the adult literacy component of the program the CASAS scores and the GED results were reported. To evaluate the parenting component of the program the Caldwell Home Inventory and the Participant Interviews were summarized. The preschool literacy component of the evaluation included the PPVT, TVIP and PSI with an additional qualitative component, the Social Interaction and Literacy Observation Scale. To determine the overall quality of the program additional information was summarized from the content of the parent participant interviews with the Gordon Personal Profile providing information on changes in self-esteem. Follow-up information is obtained through longitudinal data that is collected on interviews with teachers on the recent preschool graduates as they enter into advanced educational programs in the Oklahoma City area and with the previous years' GED graduates.

A. Characteristics of Participants

The following is a selected summary of the total number of Adult Participants summarized with the cooperation of the Even Start staff. The first two year summary was taken from the Participant Characteristics Intake form developed by NEIS. This past year the data was collected from the records kept by the Even Start staff.

The total number of adults served in 1991-92 consisted of 87 adults which included both males and females.

Culture	Number	Percentile
Spanish American	55	63.2%
European American	24	27.5%
African American	5	5.7%
Native American	3	3.7%

The total number of female adults served in 1992-93 consisted of a 53. Their cultural breakdown is shown below:

Spanish American	38	71.7%
European American	7	13%
African American	6	11%
Native American	2	3%

In 1993-94 the adult population consisted of 50 adult women. This includes every student who was involved in the program . Below is a percentile analysis of the population:

Spanish American	41	82%
European American	4	8%
African American	5	1%
Native American	1	.02%

Summary of Retention

Throughout the 1991-92 school year, fifty families were served by the Even Start program with fourteen families withdrawing during the school year. In 1992-93, fifty-three families were served with eleven withdrawing. In 1993-94, Even Start served a total of fifty families for at least three months or more. These included both new and old families. From this student population, 14 families departed. Two of the fourteen families were considered new entrants and were involved for at least 3 months. The families who were involved for less than three months were not included in the evaluation in order to consistently define the parameters for both national and local retention. Following is a summary of reasons for departure from the program.

6-Family matters
5-Seeking employment
2-Lack of interest/commitment
1-GED - left to work

Total = 14 adults

The retention rate in 1991-92 was 72%, 80% in 1992-93 and 72% in 1993-94. In 1993-94, the retention rate was calculated on 14 adults who were involved with the Even Start program for a period of 3 months to 3 years. The average number of years of participation amongst the 14 withdrawn students was 1.5 years. Five of the fourteen adults have recommited to being involved in the program during the fall of 1994 in order to attain a GED.

Four of the six women who left Even Start due to family matters were involved with the Even Start program for 3 years, while 1 participant was involved for 1 year and the other was a participant for only 3 months. These women returned to the home to be a more qualified parent for all of their children, and reported high feelings of progress, self-esteem and empowerment after being involved with Even Start.

Five of the fourteen withdrawn participants reported that Even Start helped them to become a better parent by providing a base of support in times of need. Eight of fourteen reported having more positive feelings about their children and their spouses due to parenting classes and P/C Interaction Play Group. Twelve of the fourteen participants reported that they were better able to talk to their children effectively and use less physical punishment. They responded by saying that the number of times they felt emotionally abusive to their children lessened the longer they were involved with Even Start because they could see other mothers making progress and picked up great "tips" during the Play Group Interaction Time. These types of anecdotal records illustrated the close relationship between all 5 program elements within Even Start.

Six of the fourteen women also reported that they just needed to attend to family needs, such as spending more time with husbands and children. They enjoyed their work and have not given up, but their families were getting older and were demanding more of their time with schoolwork and activities. Due to Even Start, these women reported being empowered to be advocates for their children in public schools, be involved with their children's education and be a better model for future success. They showed great interest in returning to the program or even participating in the special activities because they reported missing their Even Start "family" for support and friendship.

B. Adult Literacy Components

CASAS Scores

The Comprehensive Adult Student Assessment System (CASAS) and the successful completion of the GED is being used as a measure for the literacy skills of the adults involved in the program. 68.19% of the participants who enrolled in the Fall of 1991 had not gone beyond the ninth grade. In fact, 22.74% only completed the sixth grade. In the national report of Cohort I projects for 1991, the percentage of participants below the ninth grade was 41%. This indicates that the OKC Public School Even Start participants' educational level is lower than the national (NEIS, 1992:11 and 1993:3). Over the past several years students have been lost to attrition, new families have been added to the program.

Twenty-three women were pre and post tested, all of whom were involved with the program for at least 3 months during the 1993-94 academic year. Two of the twenty-three women withdrew from the program and were therefore unable to be post tested. One participant was unable to test during the pre test, while three were unable to test during the post test due to personal reasons. Altogether, 18 women were post-tested during the spring. All students went up at least one test form and increased there total score with the exception of four each in both math and science.

All participants in the program were post-tested, but the results of the same twenty-three matched families are reported in order to be consistent with national standards for new families being reported.

GED Results

One of the major thrusts of the Adult Education component is to help prepare those students whose academic skills are strongest for the GED High School Equivalency Diploma. In 1991

47.1% of the 37 adult student in the program completed up to the ninth grade; therefore, the GED was not a realistic goal for all of the participants. During the past three years of the program there has been a continued increase in the number of students completing the GED. In the Spring of 1992 nine (9) students completed the GED while in the Spring of 1993 ten (10) students passed the GED. In the Spring of 1994, a total of eleven females (11) and one (1) male completed the GED during the academic school year.

9 females received their GED certificate in the 1991-92 academic year.
10 females received their GED certificate in the 1992-93 academic year.
12 females one 1 male received their GED certificate in the 1993-94 academic year.

The breakdown by their characteristics for the past three years are shown below:

	1991 -92	1992-93	1993-94
Spanish-American	6	9	12
African-American	1	1	1
European-American	2	0	0

C. Parenting Component

The Caldwell Home Inventory (HOME) was administered to all twenty-three new families during the 1993-94 year who were involved with the program for a minimum of 3 months. A pre and post observation took place in the first weeks and during the last month of the school year, respectively. There were five families who had children ages Birth - 2 years, while eighteen families were observed in the 3-5 year old category. In each of the subcategories, there were increases in the pre and post observations with a dramatic increase in the overall point totals for each age group.

Caldwell Home Inventory for Families of Infants and Toddlers

The HOME was administered to 5 families for pre and post observations, with gains in each sub category of Parent Responsiveness, Acceptance, Organization of the Environment, Provision of Play Materials, Parent Involvement, and a Variety of Stimulation. The overall score increased from 27.8 to 39.3 out of a total of 40 points. This gain of 11.5 points is attributed to the following gains in all of the sub category areas.

The Parent Responsiveness category increased from 7.5 to 9.5, the Acceptance area increased from 5.5 to 7.8, the Organization of the Environment increased form 4.3 to 5.8 and the Provision of Play Materials increased from 4.3 to 6.8. The Parent Involvement area increased from 3.8 to 5.0 while the Variety of Stimulation increased from 2.5 to 4.5. This resulted in a total increase from 27.8 to 39.3. This increase was due to a variety of situations where the parent was able to learn about child development, parenting techniques and view and practice modeling appropriate interactions with their children. These appropriate behaviors and insights into appropriate home environments were constructed from a combination of the following, as pointed out in the comment sections of the HOME:

***Parent Discussion Group:**	**Appropriate ways to talk to children**
	Setting limits and providing choices within them
	How to organize the home for exploration
	Discussing issues with older children in the home
	Variety of other child development issues
***Home Visits:**	**Modeling of appropriate play interactions**
	Play and practice with guidance from the parent facilitator
	Insight into use of home materials for games
	How to read to children
	How to talk to children
	How to organize the home
	Making games
	Redefining playspace in home
***Play Group Interaction:**	**Modeling of appropriate interactions**
	Practicing appropriate interactions with children
	Observing children's behavior
	Setting environment to meet the children's behavior/stage of development

In general, the types of interactions were more positive between the mother and the child. Mothers attributed this to the program's emphasis on quality parenting. As one mother stated,

"I never knew that I was ignoring the children. I just didn't think that they were capable of talking to me and getting their ideas across. This type of stuff (talking and listening) goes on more now, as I know that they learn so much from what I model for them and whether I think they are important or not."

Another mother commented about the importance of language with very young children:
"I always thought I was doing a great job with my children, until I went to parenting class. Our children didn't want to look at books because my husband and I didn't enjoy reading in front of them. Now I know that books and reading lead to talking about the pictures. She is very interested in them and likes to bring them to me. Now I have a place for her books in the living room... (she) can get to them by herself. We also talk more to her...that is very important so that she knows we care about what she says."

The organization of the home and display of children's work increased dramatically in many of the homes visited. The infant and toddler room enjoys a large amount of sensorial art work, and the work was encouraged to be displayed during home visiting sessions. The home visitors worked with the parents in the following areas which led to increases in the subcategories during the post-observation.

***modeling appropriate interactions with young children**
***making reading an enjoyable and warm occurrence**
***making games which are appropriate to the child's stage of development**
***bringing samples of ways to organize toys**

As seen in the graphs of the raw data, the parent responsivity category had the highest post test results with 9.5 average total points. The variety of stimulation had the lowest pre-observation average of 2.5 but increased to 4.5 during the post observation. The increase of each category averaged a gain of 1.85 total points and the average total gain was 11.5 points.

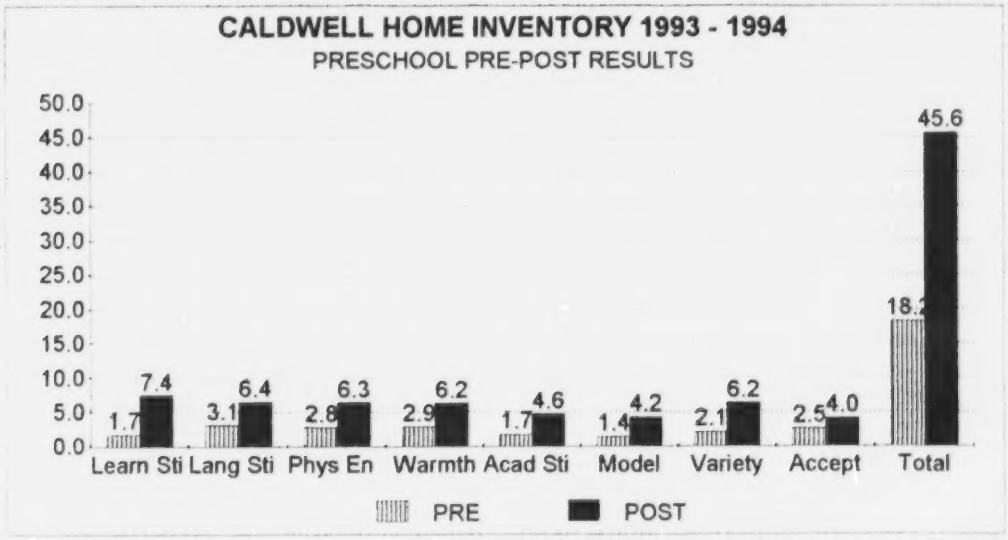
Caldwell Home Inventory for Preschool Children

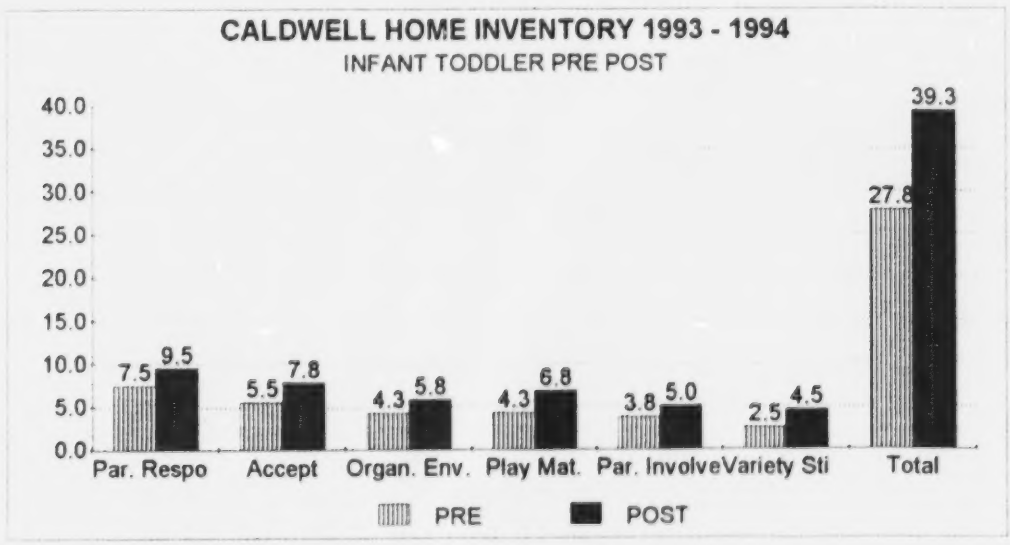
Eighteen families were visited in order to document changes in parenting behavior and home environments from the time of program entrance and completion of the first year in the program. The homes were evaluated within the first month of participation in the program and the post-observations took place during the month of May or earlier if the family exited the program. The results in all subcategories increased as well as the total average score.

Families were observed objectively in the following areas: **Learning Stimulation, Language Stimulation, Physical Environment, Warmth, Academic Stimulation, Modeling, Variety of Activities and Acceptance**. In the areas of Learning and Language Stimulation, the average prescores were 1.7 and 3.1 respectively, while the post-score averages were 3.1 and 6.4 respectively. The total average gain in the area of Physical Environment improvement was 3.5, with a pre and post average score of 2.8 and 6.3, respectively. In the areas of Warmth and Academic Stimulation, the average prescores were 2.9 and 1.7, while the average post totals were 6.2 and 4.6, respectively. The average gains in both areas resulted in totals of 3.3 and 2.9 in each area, respectively. In the areas of Modeling, Variety of Experiences and Acceptance, the total average prescores were 1.4, 2.1 and 2.5, while the post-score averaged 4.2, 6.2 and 4.0. These areas all resulted in pre and post score average of 18.2 and 45.6, with a total average gain of 23.4.

Home visitors reported that many of the families concentrated on providing more appropriate play materials for their children, which resulted from Parenting Discussion Group and observations of the children at play during Parent/Child Interaction Playgroup. When these two instructional elements were integrated and focused on a particular element of parenting, growth could be seen in related areas very quickly. For example, parents practiced writing anecdotal observations during a part of their Adult Interaction classes one week. The following week, the parents practiced making anecdotal observations of their children during the Parent/Child Interaction Play Group, then discussed their findings during Parent Discussion Group. In doing this, the parents and facilitators were able to find interests in the children as well as locate where they were socially, emotionally, physically and cognitively in their development. The parents then matched games and activities to these findings and were encouraged to continue observing their children's play behavior throughout the year. These types of integrative practices led to many of the increases in the HOME inventory because parents were better able to provide a nurturing and exploratory environment for the children. Because of this, the home environment improved most dramatically in the category of Learning Stimulation, where parents were empowered to make both physical and emotional changes in order to have a developmentally appropriate home environment. These types of changes occurred throughout the homes and is described in the following excerpt from a parent interview:

"At first I thought that the home visitor was an intruder. I mean, coming into our homes and stuff. I felt like someone was watching me and seeing to it that I could keep a neat home. After a couple of visits, I realized that the types of things we did depended on my interest and the needs of my family - I was surprised! We were able to work on things that could help my children, like make playdough together, go and visit the library to get books and then try to make some more puzzles. I could also work on puzzles and games myself, then get things laminated before or after classes at Even Start. I didn't have much games before, now we have some to help my children learn.....I can see how playing with my children and talking to them and listening to them helps them to grow and learn. I feel better about what I do with them now, and it affects my whole family..... All of the kids work with me on stuff and help to make books out of paper bags..... **We have fun learning in our home.**"





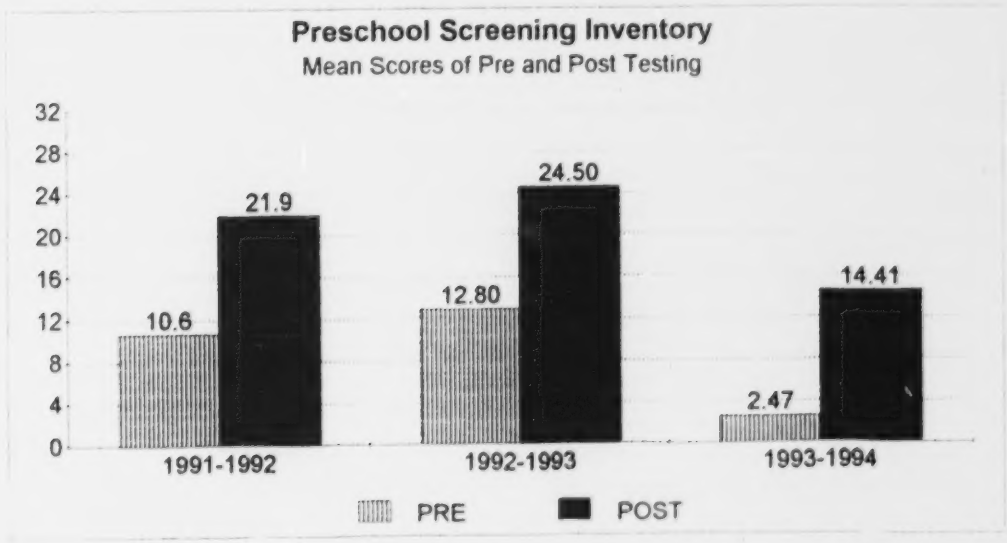
D. Early Childhood Components

This component of the evaluation consists of a summary of the findings from the Preschool Inventory, Peabody Picture Vocabulary Test, The Social Interaction and Literacy Scale and the Follow-up Interviews with the teachers of preschool graduates.

Preschool Screening Inventory (PSI)

The Preschool Screening Inventory (PSI) is administered to one target child in each family entering the program during the academic year. Spanish speaking target preschoolers are administered the PSI which has been translated into Spanish.

In the Fall of 1993 and in the Spring of 1994 seventeen target preschoolers were administered the PSI. The target population consisted of new students during the 1993-94 academic year. The pretest scores were analyzed with a mean score of 2.47 (three children scored zero on the prestest) and 14.41 on the post test. These pre and post test scores reflected a mean gain of 11.94. St. Pierre and others (October 1993: 8-4) reported that the In-Depth Study group from national Even Start selected population had 84 preschoolers participating in the PSI pre and post test with mean scores of 11.4 and 15.9, respectively . The In-Depth study gain was 4.5 which can be compared to the mean gain of 11.94 of the FILM preschoolers in 1993-94. The PSI pre-test scores were lower on the 1993-94 due to two possible factors: (1) this group entered with lower oral language skills and/or (2) they were consistently administered the test during the first two weeks of the program entrance.



In the Fall of 1992 twenty-two children were of eligible age to take the PSI, however, only thirteen target children were administered both the pre and post PSI. Of the matched thirteen preschoolers the pre test mean was 12.8 with a post test mean of 24.5 with an increase gain of 11.7 in the Spring of 1993.

In 1991-92 fourteen preschool target children took both the pre and post test. The mean average scores for the pre-test was 10.6 and 21.9 post-test mean. The increased mean gain was 11.3. The average mean gain for the past three years in the FILM program has been 11.65. This reflects a higher increase mean than the 4.5 gain found in the In-Depth Study population reported by St. Pierre and others in October of 1993. The FILM population more than doubled their scores as they are compared to the In-Depth Study population on the post test gains consistently for the past three years. See table above on the PSI for further references.

Peabody Picture Vocabulary Test-Revised (PPVT-R)

All target families entering with one preschooler over three years of age are administered the PPVT-R and the TVIP. The standard scores are reported in the summary of the target population which were the new entrants during each of the past three academic years. The test will consistently be referred to as the PPVT-R without separate reference to the TVIP.

In 1993-94 seventeen preschoolers were administered both the pre and post test for the PPVT-R. The mean pre-test standard score was 47.76 and the mean post-test score was 100.13. This years' pre-test standard score mean was lower than the pre-test mean over the past two years. The post-test mean standard score is higher than the 1991-92 mean score of 99.7 but lower than the 1992-93 standard score of 101.9. The standard score gain for this year is higher than any of the previous three years. The gain from the pre and post test is 52.37 in 1993-94 while the gain in 1991-92 was 8.1 and 29.3 in 1992-93. A pre-test score of zero was recorded for students who attempted to take the test and contributed to the low pretest mean. Seventeen preschoolers had both pre and post test scores. This years population had the lowest pre-test scores but the gain was the largest of any for the previous three years.

In 1991-92 the In-Depth Study completed by the national evaluation project program families reported pre and post-test scores of 77.8 and 80.7, respectively with the gain of 2.9. The FILM target preschool population can be compared to the standard pre-test score of 49.73 and post - test score of 100.13 with a gain of 52.37. The increased gain is significantly higher for the FILM population than the national target population reported for the In-Depth Study. The continued high gains of receptive vocabulary reflected on the PPVT-R indicate that the early learning center is providing an environment which increases vocabulary.

Social Interaction and Literacy Observation Scale

The Social Interaction and Language Literacy Observation Scale was used to observe the target children in the program. The pre and post-observations consisted of observations on the target children while they were participating in the daily class routines or during the playgroup in a developmentally appropriate environment. The observations were completed on both social interactions and language/literacy behaviors. Each target child was observed for a total of forty minutes, twenty minutes during both the pre-observations and post-observations. Ten minutes

was spent observing the social interaction, then ten minutes focused on language and literacy behaviors. The observations were completed during the fall and spring semesters on both age groups, identified as Birth-2 and 3-5 years. The observations have been summarized in a qualitative descriptive narrative highlighting patterns of social, language and literacy development with environmental factors documented. These findings provide awareness of patterns of language and socialization which occur in various situations and areas of the classroom.

Social Interaction Scale: Birth-2 years:

The summary data from the pre and post-observations consisted of five children, all of whom attended for at least 3 months up to nine months. These interactions were mainly initiated by the teachers and the time span of the interactions was much longer than the observations in the older preschool rooms. Most of the children were involved with solitary play, as the average time was 8.5 minutes throughout a 10-minute observation span. Associative play was observed an average of .4 minutes throughout the 10-minute time span. Onlooker behavior, on the other hand, was observed .8 minutes throughout the 10-minute observation. Areas of self-help skills and exploratory play were observed only as small parts of solitary play, but were included in the general area of solitary and associative play. These observations were taken within the first two weeks of the child's arrival. In developing an assessment of playscape by initiated interactions by class playarea, the results of the preobservation resulted in 4 interactions initiated by the teacher or assistant in both the block area (area rug) and the art area. There were no pre-observations at that time of children in the writing or library area with or without teachers. During the post observations, the number of child-initiated play increased dramatically and the movement from one learning area to another increased, as shown in the playscape for the post-observation. For example, the number of teacher initiated interactions in the block area increased from 4 to 6, as the assistant initiated actions increased from 3 to 12. Part of the reason for this is that the children were much more comfortable with the caregivers and their class environment which allowed them to explore and initiate play with a larger variety of activities.

The peer play interactions increased dramatically in all areas, showing that the children were beginning to evolve into more associative types of play, shown by the increase to 4.4 minute averages in the 10-minute observation. For example, peer interactions increased from 1 to 10 in the library/book area from the pre to post observations, respectively. In the block area, interactions increased from 1 to 8, while the manipulative areas reported an increase from 1 to 14 during the pre and post observations. The largest number of interactions and the largest increase in these interactions took place in the library/book nook, which showed an increase from 1 to 20 interactions, a gain of 19 from pre to post observations. When asking the teachers to share reasons for these gains, they reported that much of the new interest occurred when they reevaluated the types of children's literature they displayed and began adding a larger variety to suit the ages and interest of the children in their care. This reevaluation occurred after a training session on utilizing children's literature and classroom design. Overall, the pre and post observations showed tremendous gains in the peer-initiated activities in all areas.

Language and Literacy Observations: Birth-Age 2:

Overall, there were strong indicators in both the average time and the average frequencies of language in all areas of the children's development. Much of the increase is due to age changes in

the children, but the frequency was higher and was more child-initiated in the post-observation. For example, the nonverbal language cues decreased from 8.8 to 4.2 minutes during the pre to post observations, respectively. This demonstrates that as the children get older and are integrated into the room, they begin to use more verbal cues for communication as opposed to pointing, crying and grunting. The teachers began to observe more child-initiated conversations or gestures after the children were involved in the program for at least 1 month consistently. In these children both teachers and the associate director observed more interactions occurring in all areas of the classroom.

The teachers responded that they continually speak to children at their eye level and use correct grammar and language for the children, thereby modeling appropriate language. The number of questions increased from 0 to 1.2 questions on average, and the imitation category showed an increase from .2 to 4.2 minutes on average from pre to post observations, respectively. These occurred in the playscape as increases in the number of peer interactions in all areas. For example, the number of peer interactions increased in the block area from 5 to 29 interactions, from 1 to 15 in the library area, from 6 to 17 in the art area, and from 2 to 22 in the manipulatives area. These increases show gains of 24, 14, 11 and 20 respectively, with an average gain of 17.25 interactions from pre to post observations. The number of teacher language interactions decreased from 16 to 5, with an increase in the library area from 2 to 12 between assistants and the children from pre to post observations. The teachers also noted that the language interactions in the library area were more child-initiated by the end of the year as young children began to bring books to them for reading in other areas of the classroom.

Social Interaction Scale: 3-5 years:

Children ages three to five years were observed during P/C Interaction Play Group as well as during regular time spent in the Early Childhood Center. The target children in this class demonstrated higher-levels of play during the post observations and more child-initiated play as the year continued. For example, the number of solitary interactions decreased from 6.78 average minutes to 2.28 average minutes during pre and post observations, respectively. The associative category also decreased, from 4.2 to 2.98 respectively, while the parallel play interactions increased from 1.6 to 5.72 interactions. The number of cooperative play times increased from 1.98 during pre-observations to 6.1 minutes in the post observations, resulting in a total average gain of 4.12. The types of play also resulted in positive or neutral interactions during the post observations. In fact, the number of positive post observations increased from 2 to 6 from the pre to post observations.

The number of constructive interactions increased from 2.98 to 3.2, while onlooker behavior decreased from 5.14 average minutes to .42 average minutes from pre to post observations, respectively. The area of self-help increased only slightly, from 1.22 to 1.26 average minutes from pre to post observations, respectively. By playscape, refer to the appendix to note the differences in all areas of interactions taking place. In general the number of interaction between peers increased in all areas as the number of interactions between teacher and child decreased or remained the same in all areas of the classroom. For example, the number of interactions between teachers and children in the block are decreased from 19 to 10, while the number of interactions also decreased in the puzzle area from 26 to 12. These types of differences occurred as children

began to become familiarized with peers in the social setting and were encouraged to have language interplay in all areas of the classroom. The teachers encouraged language by spontaneously prompting discussion in areas in order to initiate critical thinking analysis in areas such as the sand and water table, science area, block structure and home living. At the end of the year, teachers reported seeing children initiate these types of prompts during their social interactions in all areas of the classroom. The types of interactions were in a higher-order category as well, as children began to problem solve and work cooperatively in various areas of the classroom. The total average of solitary play is due to the children needing a "quiet space" to think and function individually within the classroom context.

Language and Literacy: 3-5 years:

The main growth area in this age group was the increase in the number of language interactions in logical reasoning, prediction, imagination and in selecting books. The average time increased in the logical reasoning category from 0 to 2.5, with a total average gain of 2.5 minutes. These occurred in a variety of settings within the class and increased in the number of peer-initiated conversations from pre to post observations. The average frequency in the areas of child-initiated language also increased in the higher-order categories. For example, the average frequency of questions increased from 2.22 to 4.5 during pre and post observations, while the average frequency of choosing books increased from 2.5 to 10 during pre and post observations, respectively. These numbers indicate that language on a higher-order increased on average in all areas of the classroom, as designated by the playscape matrix. The matrix defines that the number of language interactions occurring in all areas increased dramatically between peers and was largely peer-initiated. During the pre-observations, these interactions were mostly teacher-initiated, demonstrating that the classroom fosters a sense of independence and appropriate risk-taking with language assimilation. The language responses also reflect and are defined in a bilingual context, as many of the children were Spanish-speaking. The questioning category increased from 2.22 to 4.5 and also increased in their frequency, from 5 to 11. Most of these were inquiries to other students, whereas in the pre-observations, the questions were directed mainly at the teachers and remained predominantly between the teacher and child.

In other areas of the playscape, there are dramatic gains in the number of language interactions. For example, the number of language engagements increased from 14 to 36 between assistant and child from pre to post observations. The number of assistant and child interactions also increased from 14 to 22 in the library/book area as well from pre to post observations. These types of conclusions occurred in many areas of the playscape which can be referred to in order to visualize the language interactions occurring in various learning areas of the classroom.

Overall, the significance of the play and language scale is demonstrated in the frequency and average time growth in areas of higher-order play and language interactions. These types of interactions and language usage occur more between peers as well as they began to socialize with each other and learn the parameters of appropriate social interaction with each other.

D. Overall Quality of the Program

The overall quality of the program was determined from five additional sources of data. The follow-up interviews on teachers of preschool graduates were used to report the performance of the children when they move into advanced educational settings. The parent interviews were comprehensive and reflect the attitude of the adult population involved in the program. The Gordon Personal Profile test scores were used to obtain additional information on the participants' self-esteem. Finally, the follow-up of the graduates was used as a third measure to evaluate the quality of the program.

Parent Participant Interviews

The evaluator interviewed a total of twenty-three parents for program quality information as well as personal information pertaining to participants' reasons for entering this particular program and other literacy programs in the past. The goal of the interview form was to discover underlying reasons for leaving high school, other programs and possibly the Even Start Literacy program since a few of the questionnaires were conducted as exit interviews. Twenty-one families of the twenty-three remained in the program for a period of three months or more, which is required as a minimum time by national data analysis requirements for tracking families. Two of these families withdrew during the year but plan on returning after the summer. Therefore, the length of time that these other families remained in the program were as follows: three families for three months, seven families for approximately six months and thirteen families for the full nine months. All parents were asked the same questions and were allowed ample time to satisfactorily answer them. Interpreters were used with participants whose primary language was Spanish.

Interview Format. A structured interview format was followed using the OKC Even Start Parent Interview Questionnaire developed jointly by the director of the Oklahoma City Even Start Evaluation Team and the Even Start Family Literacy Program director. Participants' responses were recorded on the questionnaire at the time of the interviews. Additional questions were asked to clarify responses in order to assure authentic representation of the participants' viewpoints. The interviews were conducted by the Associate Director of research and a Spanish-speaking interpreter if needed during the months of April and May. Each individual interview required approximately thirty to sixty minutes to complete.

Interview Findings. The information obtained from the Parent Questionnaire was utilized to provide a descriptive account of participants' viewpoints of the impact of the Even Start Program on themselves and their families.

Participants' Early Learning Experiences. Fifteen of the twenty-three participants felt encouraged by their families during their early education experiences, although twelve of these only completed grammar school, which is a regular occurrence in Mexico. Of the twenty-three participants, only eight felt that their parents were indifferent toward their education and related events during their early years, but these participants also felt that these feelings of indifference intensified as they began the junior high and high school years. They felt that their parents' own anxieties resulting

from their personal negative experiences in school affected the way in which they participated in their children's education. When asked how they felt about school and its related activities, the following results were gathered:

Positive	Experiences	Negative
15	**school activities**	8
15	**peers**	8
4	**teachers**	19
3	**extra curricular activities**	20
6	**social functions**	17
5	**educational opportunities**	18
2	**participation**	21

The highest number of negative responses resulted from the categories of relationships with teachers, extra curricular activities and education opportunities. Nineteen participants claimed that their relationships with teachers may not have been purely negative, but that they felt the teachers were indifferent toward their needs and interests. These early feelings have continued to lead these women into an insecure attitude with teachers, but 17 of these 19 yielded that they now feel more confident with teaching adults due to their experiences with the Even Start instructors. When asked which adult attitudes and mannerisms were taking the most positive affect on this transformation of educational feelings, 16 responded that all program adults were sensitive to their family's needs. This included their adult educators, the tutors, their children's teachers, home visitors and support staff. The eight women who came to the program with a history of educational indifference from family members felt that they had more to overcome their schooling anxieties, since these feelings were deep-rooted in how they had functioned for many years about learning. All eight participants felt that they had a more difficult time adjusting to the Even Start program because they had to relearn how to trust adults in the educational setting. These feelings were especially pronounced with the relationship between the adults and their children's teachers because the mothers did not want their own children to reexperience what had traumatized them for so long. They felt that their family's indifference affected them very negatively because they felt that school was not important and learning only took place in school. They now feel that with the rebuilding of their educational confidence, they will be better able to serve as an appropriate role model for their children and their husbands. Six of these eight participants felt that their spouses also had very negative experiences with schooling, so these inhibitions to expand their knowledge base in life is amplified toward all of their children. Although it is a long process, they felt that it was worthwhile and the only way to truly affect their children's future. Since modeling is stressed throughout the Even Start program, all twenty-three participants concluded that they realized the affect of a secure parent model in the home for their children's future success in life.

Eighteen of the twenty-three participants reported that they felt negatively toward their educational opportunities during their early schooling years. Of these, fifteen said that they felt stifled and unmotivated by teachers to succeed and develop further because they were girls. Thirteen of these had their early education experiences in Mexico. Fifteen participants were active in social relationships at school, and confided that these were sometimes the only reason

they went to school if they had no home support of education or felt that the teachers were indifferent toward them. Twenty-one participants felt that their participation experiences in school left a negative feeling because the overall attitude of teachers was not one of caring, respect, appreciation and dedication. All twenty-three adults concluded that the negative interactions with teachers left an indelible perception of education which many times overrode any positive feelings they may have had.

Reasons for leaving school.

When asked about their reasons for dropping out of school, participants reported the following: **(Participants may have chosen more than one contributor.)**

Grades	**8**	**Conflict with Others**	**8**	**Not Belonging**	**6**
Finances	**14**	**Conflict With Teachers**	**7**	**Job Responsibility**	**8**
Marriage	**3**	**Retained**	**8**	**Alcohol**	**4**
Pregnancy	**3**	**Felt No Need for School**	**16**		
Transportation	**0**	**Attitude**	**17**		
Drugs	**4**	**Family Responsibility**	**15**		
Boredom	**6**	**School Culture**	**8**		

Again, the highest areas of results are in attitudinal relationships with education: felt no need for school, general attitude and family responsibility. Fifteen participants felt that their families viewed education as an option, not as a mainstay in their developments, so many of these adults went to work after they left school. Of these, seventeen adults reported that they did not have any formal schooling after the elementary school years. Of these sixteen lived in Mexico during their early schooling years. Although three adults reported that they continued their schooling in spite of family indifference and lack of support, they eventually had to drop out of school due to financial strains and responsibilities.

Years out of school and reasons for returning to school.

When asked how long the adults have been out of school, the results ranged from 5-11+ years. (Two participants couldn't remember when they actually quit school because the 11 years reflects when they formally left, but they had stopped going on a regular basis for 1-2 years previous to that recorded time.)

1	**5 years**
8	**6 years**
12	**7-10 years**
2	**11+ years**

For many, Even Start was the first step back into the formal education world.

Adults were asked to reveal reasons for returning to an adult education program or for beginning to work on a GED. The following results were established:

20 - GED
19 - Improve writing skills
18 - Improve quality of life
15 - Get a job
23 - Help children with their school
20 - Improve Reading
10 - Improve Confidence

Although adults were asked why they were returning to work on their education, a resounding twenty-three responded that they wanted to be better educated in order to help their own children with their schooling. These twenty-three also reported that their ability to achieve a GED, improve their reading and writing skills and therefore improving their quality of life will affect their children's educational opportunities. Many of these women referred back to their own misfortunes with early educational experiences and hoped that they could be stronger for their own children in the face of school stress. Eighteen reported that they realized the connection between school success and the quality of life which they lead, although many of these women did not view this in monetary terms. In fact, only fifteen stated that they wanted to get their GED's in order to receive work. Of these, nine stated that they were not interested in working until the children were older. They reported that their ability to achieve a GED and improve their English would help their children by serving as a positive role model.

Participants were also asked to reveal reasons for not returning to GED programs before, although some participants had tried to return to school previously. The following results were tallied for those who have and have not tried other adult learning programs:

13-yes **How long? 7...<3 mos. 4...3-5 mos. 2...6 mos.**
8 -no

Thirteen adults had tried other adult learning programs for a range of two-three months to six months. Seven of the adults reported that they quit within the first three months of a program because they could tell whether they would "fit into" a program within that time range. These feelings of positive integration into a school depended on the teachers and staff for all twenty-three adults interviewed. They felt that the adult educators either helped them overcome their anxieties with schooling, or added to the overwhelming sense of negativeness. For these seven participants, the thoughts of early negative experiences with school led them away from the program within the first few months of participation. Of these thirteen who had tried other programs, six adults had tried three or more programs, two tried two programs and five adults attended at least one program for a variety of months.

Participants were then asked to list several contributing factors to why they have not successfully completed their GED's, as related to those who both have and have not attempted to enter other adult literacy programs. The following data analysis reveals seven categorized reasons:

5 - Other children in school, timing problems
7 - Not enough time
8 - No transportation
13- Not enough bilingual programs

16- Didn't like other GED programs
16- No family support (mainly from husbands)
19- No family inclusive programs available (on-site CDC plus family services)

As noted above, nineteen of the twenty-three adults resounded that most adult literacy programs did not cater to adults with young children, so they were therefore excluded from programs due to lack of quality childcare and timing. Sixteen adults reported that their past experiences or experiences of friends and relatives in other GED programs frightened them, therefore becoming a barrier to exploring family literacy programs such as Even Start. Sixteen participants reported that the lack of childcare options kept them from receiving family support for education because their husbands did not want the children in childcare or couldn't afford to do so. This combined with the lack of Hispanic-based bilingual programs kept thirteen adults from trying a GED program. All twenty-three participants reported that they had not heard of many bilingual programs, and that GED programs with bilingual tutors had very long waiting lists. In fact, many of these Even Start families have remained on a waiting list for family literacy services for over a year.

Reasons for Selecting Even Start. When asked for reasons why they had dropped other adult education programs, the following results were conceded (participants selected as many reasons as applicable):

5...Inconvenience with child care/timing with job
3...No transportation
9...Too quick-paced
6...Frustrated with staff/tutors
5...Felt like a failure
2...Husbands wanted them to quit

Nine of the twenty-three participants felt very strongly that other adult education programs were too quickly-paced, with eight of these nine were Spanish-speaking adults. They reported that most of the other programs had a preset agenda of activities, which did not allow their individual needs, capabilities and interests to be met. Due to this, six adults reported that they were probably frustrated with staff/tutors. Therefore, a conclusion can be made that approximately fourteen adults dropped out of other adult learning programs due to their lack of individualized learning attention and inability to focus on learning strengths and gaps.

The following reasons were given for the choice of Even Start over other adult education programs:

13- Friends were already involved
13- Provided bilingual literacy services in a familial context
13- Bus transportation
15- On-site child development program
10- Family centered with support services
6 - Parenting classes/discussion group

4 - Self-paced GED program

Fifteen of the twenty-three participants felt that their choice of Even Start to attain their GED was based mainly on the inclusion of an on-site child development center. Many of these women reported that other GED programs provided baby-sitting while sessions were in order, but that the children were suffering at the expense of the parent's educational process. Due to this, many of them left other programs or were not able to try family literacy programs. They were surprised and excited to enter a program in which both children and adults were enriched in a supportive environment which was family-focused. These feelings of inclusion allowed the mothers to continue with their studies while their children were also developing socially, physically, cognitively and emotionally at the same school. Mothers were very comforted to know that their children were only two doors down the hall and in very nurturing care. These same participants reported that their husbands were much more supportive since the children were still with a parent and in quality care.

Thirteen participants felt that friends in the program, the availability of bilingual services and bus transportation helped them to choose Even Start over other adult education programs. This combination of support services and feelings of security have enabled the families to continue in the program and therefore experience success. All twenty-three participants reported that their experiences have been more successful than those in the past and are therefore contributing to their rebirth as a lifelong learner.

Differences between Even Start and Other Adult Education Programs. Participants were asked to report the differences between Even Start and other programs in order to discover key elements of the program's success as well as locate areas for improvement. The 23 adults reported the following as components which are the most beneficial to them in Even Start. Since the five program components were to be ranked, the following data was analyzed as to which component they felt was most important:

Adult Education	**10**
Early Learning Center	**10**
Play Group	**1**
Parenting Discussion	**1**
Home Visits	**1**

All participants unanimously agreed that the integration and inclusion of all five program components contributed to the overall success and orientation of the program to families. Ranking was a difficult task to accomplish because most participants commented that without one or the other program components, the others would not be as successful in their lives. The evaluation team may therefore redesign this particular question to more appropriately reflect the responses of the participants. Ten participants agreed that both the adult education and early learning components were important to the continuation throughout the year. Informally, Play Group and Parenting Discussion were very important to the relationships they formed with others in the program although this was not reflected in the actual ranking. The inclusion of both adult and early learning components permeated their reasoning for remaining in the program. The

conclusion was therefore drawn that Even Start would be like most other adult literacy programs if all five components did not exist.

The reasons for remaining in the Even Start program varied, but were still focused on the inclusion of the family.

10- Family centered
12- Children are learning and happy
17- Convenience in neighborhood/bussing
10- Bilingual education
12- Social atmosphere/Friends
14- Self-paced program
6 - Interactive learning
3 - Job preparation
15- FUN! Gaining self-confidence
6 - Parenting discussion

Seventeen adults reported that they remained in the program due to the convenience of location, including provided bus transportation. Fifteen participants ranked the program as being fun and contributing to the building of their self esteem. The self-paced program in the adult learning center received the support of fourteen adult participants because eight of these participants were involved with other adult education programs and did not feel success with these. Other reasons for remaining in Even Start include: providing a curriculum that is more real-life and providing opportunities for individual and group success, taking educational risks that increase learning, inclusion of sensitive teachers and staff, and offering the individual attention toward student strengths.

The overwhelming sense that Even Start provides fun in the lives of the participants relies strongly on the relationships they form with staff and other participants. When asked to report the condition of these newly formed relationships, the participants responded in the following manner:

19 - have made some new friends
12 - saw each other at church or neighborhood gatherings, extended families
4 - only revisited outside of school during school-announced civic/community events

Although many of the participants were referred by friends, relatives and neighbors, nineteen adults strongly felt that they were able to form new relationships which extended from the program. Contributing factors to this include the learning styles and cooperative working groups available in the adult education classes as well as the interactive atmosphere of the Play Group and Parent Discussion Group. Twelve participants included that they met regularly with other participants at neighborhood gatherings and through the extended family network. Four participants replied that they saw their Even Start friends only at outside functions, such as a school-sponsored craft fair or at school-announced community events, such as book sales and children's immunization sites. All participants responded unanimously that the relationships

formed at Even Start contributed highly to their ability to remain in the program due to the support emotionally and intellectually.

When asked to compare their Even Start experiences with their latest schooling experiences, the following data was analyzed:

12 - Very different from grammar/secondary school
8 - Somewhat different from grammar/secondary school
3 - Didn't know yet(these were only in attendance for the minimal 3 month period of time)

How is it different?

17 - Much more fun
16 - More individually-paced
10 - More real-life application
10 - More opportunity for individual and group success
9 - Promotes better self-esteem
6 - Secure risk-taking environment in order to become a challenged learner
4 - Better quality teachers who care
4 - Teachers look for students' strengths

These qualities strengthen earlier claims that Even Start provides more than basic adult literacy through the integration of the various components in Adult, Early Childhood and Parenting Education. These claims qualify the total affect of Even Start on all aspects of family learning and development, thereby meeting the provisional outlines set for inclusive Family Literacy Programs.

Participants' perspectives of components of Even Start. Participants were asked to reveal specific qualities about each of the five components which are meaningful to the success of their entire family. The results pointed to the integration of the adult, early childhood and parent ing perspectives on-site in a family-responsive and culturally sensitive program. When asked to list which components were most important to the adults, the results shared interesting data for which components they enjoyed the most. Although Adult Interaction Education Classes and Early Learning Center were chosen as the most important reasons for remaining in Even Start, various responses concluded that the Parent Discussion and Parent /Child Interaction Play Group were the most fun because they dealt with parenting issues and being able to understand their child's development. Parents unanimously agreed that the application of child development during these two components awarded the highest feelings of success as parents. Due to this, the mothers felt that all other components and their interests culminated into these two areas: they were better able to model appropriate responses, set limits and reaffirm them within the classroom context, empower their children to problem-solve and arrive at solutions fairly with others and have a vested interest in reading which transferred to their children's interest in reading and writing.

Playgroup and Early Learning Center. Twenty of twenty-three participants responded that their relationships with their older children were drastically affected by the Play Group participation with their younger children. They reported that the following results occurred when

Parenting Discussion was somehow related to the Play Group Interaction that same morning: more focused attention on all children's learning styles, abilities and strengths; more knowledgeable about child development stages; more attuned to providing activities related to the child's area of interest; ability to set limits and remain calm throughout the play activities and communication strategies with all family members. When asked to **rank the perceived areas of learning occurring to their child in the Early Learning Center, the following data was established:**

19 - Socializing skills(manners, cooperating, taking turns, making friends)
18 - Songs and fingerplays
18 - Preschool skills (cutting, puzzles, gluing, pegboards, drawing)
17 - Creativity expansion through art media
15 - Problem solving
10 - Numbers and letters
8 - Love of reading
7 - Listening to other adults/respect for others

Nineteen participants mentioned socially-related skills and strategies that would affect their child's ability to succeed in kindergarten. Since much time during Home Visits and Parent Discussion is related to setting small and incremental future objectives and goals, parents felt that they were much more aware of the developmentally appropriateness of the activities and opportunities offered in the classrooms. Surprisingly, they found that academic skills were not at the forefront of their observations, relating this to their parenting training on the importance of the development of the whole child in order to lead to academic success. Fifteen responded that not only did they see their children problem solving in the Play Group, but that this also occurred at home with siblings and other friends in a variety of social settings. The notice of rudimentary skills such as cutting, gluing, counting, naming and singing songs were integrated into the other categories as well. Eight participants felt that their children were gaining a love for books and reading during Play Group and the Early Learning Center, although this number is reflected more highly in the other categories due to the readiness skills needed to succeed in reading and writing.

a.) Participants were asked to rank how the Early Learning Center affected changes in their children. The results were very consistent with informal conversations with parents during Play Group and Home Visits as well. The data collected shows the following changes at home in children as a result of being in Even Start:

17- More autonomous
17- More self-controlled
16- Better listener
15- Very Inquisitive
14- Clean up after self and others
4 - More responsible
3 - Like books
3 - Makes friends easily

Seventeen parents felt that their children were much more autonomous since attending Even Start. These sub-areas which constitute autonomy in young children include variabilities in:

***self-direction**
***self-control**
***self-reliability/care**
***self-esteem**

Fourteen parents reported that their children were better able to clean up after themselves since it is a normal part of the classroom routine. The fact that the children are responsible for themselves in order to prepare the environment for other learners transfers to the home environment, as witnessed in this statement by a mother passing in the hallway:

"Cynthia starts singing the 'pick-up/clean up' song in her bedroom while she plays with her younger brother and neighborhood kids. She tries to be the teacher and gets everyone to sing with her. I have even tried to use it with my other kids...and it works! It really felt silly to sing it at first during Play Group and during the Home Visit Interaction, but now I don't feel funny. It just feels natural after a little while!"

Parents felt that the limits and freedom within the limits established at school transferred to the home setting, where sixteen parents reported that their children were much better listeners (while the parents agreed that they were better communicators, also!). Parents were more confident of their parenting ability when boundaries existed at home as well as at school, and five parents added that the children had more freedom in some areas of expression than they allow at home. These parents also reported later that the child development portion of the Parent Discussion Group allowed them to understand why children needed limits, while still allowing for creativity within reason. Three parents reported that they noticed how interested their children were in books and reading, although during Home Visits, an overwhelming number of children asked to have books read to them as soon as the home visitor arrived in the afternoon. The sociability context for school readiness was realized by three parents who feel that their children have learned to share and get along better with other children since attending Even Start. All parents agreed that the respect given to their children by teachers and staff has transferred into how they get along with others in a variety of settings, both at home and within the community.

b.) Parents were also asked to rank personal changes which have occurred during the school year at Even Start. The following summary generalizes the specific personal changes/actions which parents reported:

10- More relaxed
9 - Very inquisitive to others about how things work
7 - Less temper tantrums

Parents were confident that the open learning environment of Even Start attributed much to their children's ability to problem solve and inquire about daily living activities. For example, 9 mothers reported that their children were much more inquisitive since many of the learning activities in the

classroom are centered on open discovery. Ten parents reported that their children were more relaxed both at home and at school, due to the relaxed atmosphere of the classrooms and availability of choices within limits. These same parents agreed that the culturally sensitive program also allowed their Spanish-speaking children to realize their potential within the school setting without being afraid of taking risks. These risk-taking areas included: learning to speak and write in English, communicate thoughts and interests with confidence to others, build self-esteem and be an active part of a team.

c.) All twenty-three parents were then asked to respond to changes in regard to their children's learning and education, although the other two questions included specific aspects of academic learning and success. The following data show:

18 - Likes school, can't wait for school days
18 - Positive model for older siblings
16 - Feels positive about self as a learner
14 - Knows areas of strengths very well
3 - Takes risks with learning

Eighteen parents independently reported that their children have such an enthusiastic attitude about Even Start that they pout on Thursdays due to the teacher planning/no school day. This enthusiasm is expressed in the following vignette as quoted by one mother:

"Miquel is very excited on school days. We go through the "Days of the Week" song in Spanish and in English every morning while we get dressed. When we get to Thursday every week, he still packs his backpack and puts on his shoes. After breakfast, he stands by the front door, waiting for the bus to pick him up. Although I tell him that it is not the day for school, he still stands, waiting. He misses it so much...."

Eighteen parents felt that their Even Start children have been a positive role model for older siblings at home as well. During one Home Visit, a mother replied, "Jonathan comes home every day with his artwork and projects, or a game we have made together during Play Group or Home Visits. When his three older brothers come home from elementary school, they always go to him and see what he has done. They help him by praising their younger brother's work, but they also admire what he does and learns from the games they play with him. He is more self-controlled and gets along better with them since he has gone to Even Start."

Home Visit Interaction and Parent Discussion Group Parents were asked to respond to questions which lead to an understanding of several components of both the Home Visit Interaction and the Parent Discussion Group. Since many of the results were dependent on other areas and interactions within the program, these are summarized by definitive categories.

Participants were asked to name three things that they have learned to do with their children as a result of home visits. The following analysis depicts their answers:

22 - Counting
22 - Reading books
21 - Making games
20 - Setting limits for behavior
10 - Alternatives to spanking
10 - How to talk to children respectfully
9 - Cooking with children
7 - Utilizing home-existent materials for toys
5 - Strategies for effective grade school communication
4 - Resources for referral agencies/self-help centers

Due to Home Visit Interactions and Parent Discussion Group, parents have improved in a vast array of areas that affect the family's development physically, socially, cognitively and emotionally. For example, twenty-two parents responded that counting everyday objects around the house, while driving to the store, sorting laundry or fixing dinner has helped their children realize the use for enumerating. They also felt that they picked this strategy up more from watching the teachers and other mothers doing it than by learning about it during class. One mother added,

"Even if I hear about it in the Parent Discussion Group, and I know about it, I still don't do it until I go to Parent/Child Interaction Play Group where I can try it out. It doesn't matter how important it is, I like to try things out, watch other people do it....then I can feel better about doing it at home with my own kids. Like in singing the alphabet, I know I'm supposed to, but I feel funny, and nobody ever did it for me. Now, I see other people doing the song, trying to make their kids open up...learn something....but then I think that I can do it too. It's better for me that way...I can get it in my head when I see it happening with other people, especially people in the same situation as me...still learning and everything."

Twenty-two parents also responded that reading books was now a part of their lives, not only with the children, but for themselves as well. Nineteen of the twenty-two participants were more positive about books now because they were emersed in a literate environment that promoted risk-taking and inquiry at school. Now they try to apply that in their homes by having books around for the children. Many of the parents utilized the Even Start library to check out books at the end of the school day, while others were still not utilizing that service as much as they could. Thirteen of the twenty-three participants have actually gone to the library with their Home Visitor and received library cards.

Other areas of improvement include: cooking with their children, talking to children respectfully and dealing with the consequences of their behavior appropriately by age group, tapping agency resources for help in times of need for those particular services and utilizing home tools and accessories for games and activities.

Parents were also asked to list three physical changes they had made in their homes as a result of the Home Visit Interaction or Parent Child Interaction Play Group. The responses were as follows:

16 - Organize living area so that children have their own area
16 - Read daily to children/bedtime
15 - Put books out for children to see
10 - Lower toys to their level/bring them out of the closet
7 - Opened curtains more
4 - Allow children to be responsible for own messes/provide cloths and sponges
4 - Organize toys so they can see them!

Sixteen parents reported that reading to their children at bedtime and organizing their homes for their children's self-control and self-direction were direct results of topics during Parent Discussion Group and from observing teachers and peers during the Parent/Child Interaction Play Group. These areas contributed to the parents' own self-evaluation of what they did with their children and how the home environment was affected. For example, one mother concluded that the reason her children never picked up after themselves was because she didn't pick up after herself and was modeling a very unorganized lifestyle. Although it has taken her much time and self-analysis, she has continually tried to become a better model for her children as well as improve her home living style. Fifteen parents now regularly put books out in the open or lower them onto lower shelves so that children have access to reading and discovering at their leisure. In fact, reading was now viewed as a leisure and pleasurable activity instead of a chore related only to school.

Adult Interaction Education Classes

Participants were asked to make a list of changes they had made since becoming a participant in Even Start. The following analysis shows the results:

a.) Personal changes:
16 - Take better care of self/exercise/getting ready
15 - More positive outlook for family
14 - Empowered to make a change for children
10 - Read more
10 - Speak more respectfully to children and others
3 - More empathetic to others who are functionally illiterate

Participants responded that they not only take better care of themselves, but that they are empowered to have a more positive outlook in life for their whole family. These areas of improvement include economic, social, community and spiritual growth. Ten participants reported that they now read more, and of these, nine reported that they read more for pleasure and tried to model that for their children. (Many of the women first reported that they read or wrote only when the children were napping. They now realize the power of modeling and how it affects becoming a lifelong learner and embracing a love for reading.) Three parents responded that they were now more empathetic to others who were functionally illiterate because they are going through the process themselves and feel that they need to give back to the community from which they learned. This feeling of selflessness permeates the program and its five instructional elements.

b.) Changes as a learner:
Time spent in reading: generally increased

Preparation toward GED: more serious, more organized, more focused, know HOW
Feelings about learning: more positive, "can do" spirit

Many mothers feel challenged now as learners and feel that they can achieve what they set their goals and objectives to do. When entering the program, many parents did not see the value of journal keeping. Now, they are able to concretely see how everything has evolved and how much they have changed as learners and seekers of knowledge.

c.) Changes in parenting in school age children:

Feelings toward young children: more understanding, knowledgeable about Child Development.

Support of school-age children: admit making mistakes, problem solve out loud, know how to be a better listener, be an advocate for them in their schools, be involved with their learning.

Parents unanimously responded that the Parenting Discussion Group and Adult Interaction Education Classes have helped them to better understand what their own school-age children are going through. They too are now learners and constructors of their own knowledge, and most participants reported that the changes in themselves while studying have allowed them to be more empathetic and supportive to their older children as well. Seven parents also mentioned that they would like the Parent Discussion Group to focus more on older siblings and appropriate activities and responses to them. They mentioned that these discussions were not only helpful to them to solve problems, but were also helpful to those with only young children because they were able to prepare for future developmental stages.

d.) Changes as a person wanting to enter the work force:

Already employed: Realize that others at work may be struggling...be supportive
Feel that there is hope to move up

Work or training desired: AFTER CHILDREN ARE OLDER, look for fields relating to social work...teacher's aid, Spanish-speaking interpreter, nurse, social worker in local neighborhood, bilingual specialist, secretary, doctor's assistants.

Many of the mothers were not interested in working outside of the home until the children were older, and appreciated the sensitivity that Even Start had for this. They felt that they were better contributors to their families by remaining in the home and being the child's first teacher and support once they go to school. Three mothers responded that they were ready to work as soon as they received their GED's and could find child care for their children. These mothers were concerned that they may not be able to find equally quality childcare within their communities, so they are possibly opting to find part-time work and remain in the program to further job skills, writing and math skills and their problem-solving ability.

e.) Changes in community participation:

Stronger and more resilient to bias, a better model for others who are hispanic.

Families felt more supported in their communities once they were bonded with an action agency or program such as Even Start. The parents were very interdependent on each other as well as those on the Even Start staff because it gave strength and worthiness to the family. **When asked to describe the role of their Parent Facilitator, the following results were found:**

15 - Support service
14 - Friend/confidant
13 - Regulator/check-up
6 - Teacher

Many parents had grown very close to their Home Visitor/Parent Facilitator. In fact, if personalities don't meld together after a few months, the Even Start director has reassigned families to another Parent Facilitator so that the Home Visit Interaction can be as effective as possible. The types of interactions which occur rely on a trusting relationship because the Home Visit Interaction personalizes the services of Even Start for each particular family. For example, if a family needs to contact health services or receive aid, the Parent Facilitator discusses this and introduces the family to community action agencies which could benefit the family. Many of the families responded by utilizing the networking base that Even Start provides for the total development of the whole family.

When asked to respond to goals definition and future aspirations, the following were noted:

17 - More positive outlook for possibilities
15 - More small, incremental steps for success
10 - Children are most important...Parent as the first teacher
9 - Ways to raise other younger siblings for future success
4 - Have more support from others in program for future in college

In order to effectively measure the Adult Interaction Education classes, **the evaluation team focused on the personal development of reading and writing behaviors within the adult students themselves.** Since much of the program's objectives interweave throughout all five instructional components, many of the comments included value statements from a family-focused objective.

13 - Read more, but still not as much in front of the children
10 - Read more in front of children
12 - Read for pleasure now (magazines from school, etc...)
11 - Read every day outside of school work
9 - Read daily to the children beside bedtime
14 - Still a little insecure about writing
17 - Regularly add to own journals without reminding
10 - Write notes and lists at home for family members
3 - Try to help husbands learn how to read

Since the beginning of the program, seventeen mothers have reported that they regularly look forward to writing in their journals and plan on continuing throughout the summer. They replied that the journals help them to set their lives into perspective and give credence to their work as they reflect on all that they do as mothers and teachers of their children. Three parents reported trying to help their husbands to read, while others mentioned that husbands periodically look

through their books to see what they are studying. Even Start has responded to this inquiry by providing once a month evening classes to fathers. With support and integration of extended family members, this evening course may become a more frequent occurrence and become another section of the instructional elements.

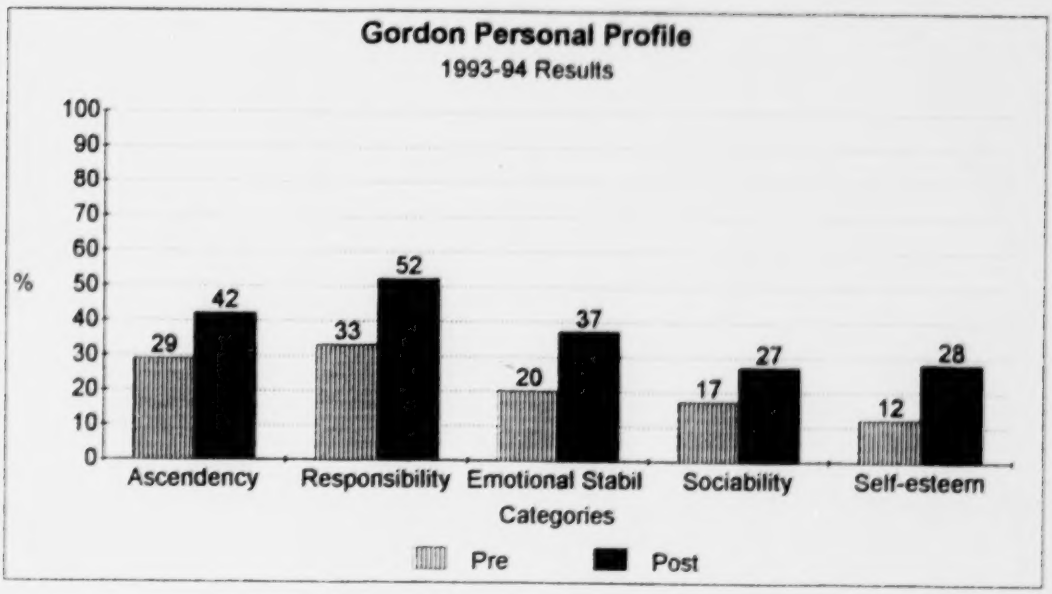
The interviews were able to uncover much detail about the program's effects on the total family. For example, one parent might decide that she would rather be in a more "GED intensive" program, but is not able to due to her young children and their need for a quality early childhood experience. This mother is then free enough to speak to the Adult Learning Facilitators so that the Adult Interaction Education classes will be better suited to her needs and goals. In this way, the interviews will give affirmation to those elements which are structurally sound, as well as offer insight into ways to improve the program as the population and its needs continually shift.

Gordon Personal Profile

The Gordon Personal Profile Inventory was administered to students during their first two weeks of participation in Even Start. The actual timing of the pretests varied due to the differing beginning dates within the program. Twenty-three adult women took both the pre and post tests, with the latter occurring during the month of May. A Spanish-speaking interpreter was trained and utilized in administering the Profile.

As noted by the following charts and from the raw data in the appendices, the profile reported growth in all areas of personal growth and the components for Self Esteem. A self-concept percentile was compared in the pre and post test. The self-esteem is a total composite of the four areas of ascendancy, responsibility, emotional stability, and sociability. Ascendancy is defined as those who are self-assured in their relationship with others and the group mean increased from a raw score of 16 to 19, while the percentile growth went from 29% to 42%. The responsibility component increased from a mean raw score of 18 to 21, while the percentile mean increased from 33% to 52%. The emotional stability element grew from a raw mean of 14 to 19, while the percentile increased from 20% to 37%. In the area of sociability the raw mean increased from 15 to 19, while the percentile range increased from 17% to 27%, resulting in a gain of 4 raw score points and 10 percentiles. The overall self-esteem growth occurred from a raw score of 63 to 79, and showed an increase from 12% to 28%, resulting in a total raw gain of 16 points and a percentile gain of 16 percentile points.

The overall increases were attributed to the length of time which participants remained in the Even Start program and the regularity with which they attended. The participants responded that they could actually feel the difference in how they answered the questions between the pre and post testing. They were very encouraged by the growth and security they felt in their self esteem growth.



Follow-up Interviews on Preschool Graduates

In 1993-94 the graduate preschool population was identified as thirteen students entering kindergarten and four-year old programs after leaving Even Start. Of the thirteen students twelve were enrolled in kindergarten programs with three attending private school and nine attending the local public school. There were seven males in kindergarten and one in a four-year old program and six females all attending kindergarten. There were two males and one female attending private schools. The population's first language was identified from mother's ethnic background as 54% Spanish American, 31% European American, and 15% African American.

There were nine preschool graduates who attended public school kindergarten. Six of the public school kindergarten students had both pre and post test weighted score on the Brigannce Kindergarten Screening instrument. The preschool mean weighted pre-test scores were 72.3 with post-test weighted score of 97.9. There was an increase gain of 25.6.

Interviews were conducted with the teachers of all of the thirteen preschool graduates attending an early childhood program in 1993-94. The questionnaire for the preschool follow-up provided information on how well the students were doing academically, physically, socially, emotionally, and included questions about family participation and prediction for school success. The questionnaire ranked the children on a scale from 5 to1 with 5-excellent, 4-above average, 3-average, 2-below, and 1-poor.

Over 50% of the students were ranked in the excellent categories in areas related to academic success. 92% of the children were ranked excellent, average or above average by their teachers compared to their peers in awareness of print, interest in reading material and vocabulary.

Inventive writing strategies were the lowest rankings in the area of literacy with 46% - excellent, 23% - average, and 31% - below average. Four children were ranked below average. All children were ranked excellent, average, above average in fine motor skill development. 92% of the students were ranked average, above average or excellent in their social and emotional development and ability to work in large group settings. 84% of the children were ranked average or above in their ability to use problem solving strategies with 15 % being ranked below average. 100% of the children were ranked above average on self-concept with 62% being ranked excellent - 15% above average and 23% average. Students were consistently ranked higher than their peers by their teachers in readiness skills. For example, 54% of the students were ranked excellent in overall academic performance with 23% being ranked above average, 15 % average and 8% ranked below average.

100% of the students were ranked average or above in attendance and health with 80% being ranked excellent, 30% above average and 8% average. The overall performance was ranked with 92% at excellent, average or above and 8% below average. 100% of the students were ranked average or above in prediction for future school success.

Parent involvement is ranked high among the ES graduates. Parents were involved in such activities as open house, special events, parent teacher conferences, weekly contact, field trips, special programs and PTO. Teachers reported high involvement of the ES parents. 100% of the families were ranked excellent or above average in participation in the child's education. There were no rankings of parents below average.

In addition, there were consistent reports of exceptional performance on preschool graduates of the ES program. Awards that were shared by the teachers in the kindergarten public school settings are listed as follows: (1) Two children - Reading Awards; (2) One child - Student of the Month Award in May; (3) one student - Citizenship Award; and (4) One child - nine week "Overall Academic Award" for attendance, essential skills, homework and behavior. All comments on the students made by the teachers were positive. Below are listed selected comments which reflect statements made by the teachers.

"Best kindergartener in the class"
"Mastered all academic skills"
"Can read anything put before him."
"Taken a high risk child ... ready for kindergarten"
"Parent involvement"
"Best student in the class"
"Enthusiastic about learning"
"Wherever he has been they have done a super job with him."
"Everything is clicking for him."
"She knows her sounds and alphabet."
"She is excellent."

In conclusion, the preschool graduate's performance in their first educational setting after a minimum of one year participation in ES performed above their peers. There was also a 100% prediction for school success longitudinally by the teachers. The results of this evaluation component indicate that Even Start preschool graduates are ready for school when they leave the program.

Follow-up of Adult Graduates

The follow-up adult graduate population consisted of the ten graduates who obtained the GED in 1992-93. Three graduates were not interviewed because two had moved to Texas and one refused to be interviewed. There were seven graduates who agreed to be interviewed. The interviews were conducted at the convenience of the graduate. Two graduates had continued as students in ES during the 1993-94 academic year to develop their English and were interviewed during their adult education classes. One graduate was interviewed in her place of employment as a Bilingual Assistant in the public schools and four graduates were interviewed by the Spanish interpreter at the graduates' convenience by telephone.

According to the women interviewed, the major strength of the program is the early learning center across the hall from the adult education program. The graduates felt it was a major strength of the program for both the parent and child to be involved in the educational program at the same time. Weaknesses were recommended by one student involved in the program for two and one half years who felt the program needed more teachers. Another student felt there needed to be more opportunities for conversation with other people and more experiences in parenting.

The women interviewed had completed various levels of education. This population of graduates had attended Even Start from four months to 2 and one-half years. During this past academic year two of the graduates continued in the ES the program to improve their English. Four graduates were working outside the home, one was keeping children in her home, and one was a full time parent.

All of the women interviewed felt positive about their educational experiences at ES. The comment, "I love the Even Start program" was common. All of the immediate families members were supportive of the adult graduates continued education with the exception of one and she continued because she felt it helped her children. The Even Start graduates felt the program provided them a second chance for an education. The following comments reflect reasons they continued in the program:

** learned to help children in school
* helped most in parenting
* learned to work together
* develop self-confidence
* learn English
* ES - good school
* really enjoyed classes and wanted to graduate

In reflecting on their parenting, skills before beginning ES, 100% of the women reported a change in literacy as a high priority in their homes with the exception of the one student who had been in the program less than four months. As a result of the training in Even Start, all of the other parents read more to their children. The parents felt their children valued books more.

All of the graduates felt the quality of their parenting had improved. Parents reported they had learned to communicate more effectively with their children. Adult graduates reported spending more time with their children and playing with their children had become important. 42% of the parents commented on the improvement of their organizational skills in the home as a result of the home visits. Below are the comments made by the parents which reflect the changes they had made in parenting as a result of involvement in the program:

**** teaching colors and cutting
**** sharing and working together
** better communication
* play more together
* independence

Home visits helped parents in a variety of areas and contributed to changes in areas they made in their home. The list of their comments are shown below:

******spending more time with children playing and working
*** reading to children
*** more organized
** set rules
** set up toys for play
** give chores/help around the house
* writing
* sharing
* listening
* make games
* language development
* responsible
* creative

100% of the graduates who had school age children reported that they were more involved in their child's school activities and education. This is substantiated in the interviews of the teachers who had children of these graduates.

The graduates who had been involved in the program for over four months had made friends. They kept in touch with their friends using the following interaction strategies:

** kept in touch by telephone
** visit in home
* weekends

100% of the graduates who had been in the program for more than six months reported they had set future goals for themselves. 100% of the Spanish speaking graduates felt continuing to learn

English was an important priority in their lives. One graduate was attending the local Junior College and working in the public school as a Bilingual Assistant. One graduate wanted to become a teacher and another graduate wanted to work in an office. Two of the graduates had just had new babies during the past year. Only one graduate was a full-time homemaker.

1994 Even Start GED Graduates

Further success of the program is reflected in an oral report from the area supervisor for the Emerson Adult Institute which encompasses all of the adult education program in the greater Oklahoma City area. In the Spring of 1994, there were forty-five acknowledged GED graduates from the area who went through the local area graduation ceremony. Within the forty-five graduates, sixteen or 36% were adults who had attended the FILM Even Start adult education program. Thirteen of the sixteen were individuals who completed the GED during the 1993-94 academic year through the ES program. One of the thirteen was a male who took the practice test and completed the GED successfully due to his wives previous involvement in ES. The other three individuals had been at one time involved in the FILM program. The FILM Even Start program is one of the sixty-five (65) adult education programs in the greater Oklahoma City area. The highest percentage of GED graduates from the central OKC were from FILM which is only one of the programs. The adult education supervisor for the greater OKC area contributed the success of FILM as the ability to overcome logistical problems and consistent excellence in teaching and resource materials.

CONCLUSIONS AND RECOMMENDATIONS

The purpose for the evaluation of the Even Start Family Literacy Program was to determine the effectiveness of the Oklahoma City Public Schools Even Start Family Literacy Project which is currently a National Dissemination Model identified by the U. S. Department of Education as the Family Interaction-Intergenerational Literacy Model (FILM). The project goals were: 1) improve the basic literacy and employment skills of parents so that they can achieve economic, education, and social goals; 2) enable parents to take a teaching-guiding role with their children that will increase their own self-esteem as parents and teachers of their children; 3) encourage parents to become true partners with schools in their children's education; 4) enhance parental skills so that parents can help their children learn when school is not in session; 5) provide an early childhood program that fosters a delight in learning; a positive self-image; and social, cognitive, emotional, and physical development; 6) provide referrals to community and city agencies for a variety of services.

I. Conclusions.

Five questions were proposed to guide the work of the Oklahoma City University Evaluation team. They are: ***1) What are the basic characteristics of the population? 2) How has the program affected the adults' views of themselves as learners? 3) How has the program affected the adults' views of themselves as parents? 4) How has the early childhood education component affected the young children in the program? 5) How has Even Start affected the adult preschool graduates of the program?*** Conclusions of the evaluation team are presented in response to these questions.

Basic characteristics of the population, numbers of families served, and retention rate of the program.

The following information was collected from attendance records, program intake forms and parental interviews.

1. Over the past three years the retention rate throughout the academic year has averaged 75% with two years reporting a 72% retention and one year an 80% retention rate.
2. The primary population served in this program is Spanish American (80%) with African American being second at (10%).
3. The Early Learning Center provides the logistical support of child care so parents can continue their education.

GUIDELINES FOR ARTICLE CRITIQUES

Graduate Student Assignment
Ed Media/Computer Literacy GRED 5113

Each article critique should be one (1) to two (2) pages in length, double-spaced, and typed. (Hopefully, you will employ a word processing program.) It is preferred that you select articles from several different professional journals. The articles should be relatively current in nature- no later than a 1990 publication date. The format to be used, APA, in your critiques, along with some focusing questions, follows below.

The citation: Lufting, R. L. , & Nichols, M. L. Assessing the social status of gifted students by their age peers. Gifted Child Quarterly, 1990, 34 (3) , 111-115.

Synopsis:

In this section, briefly summarize the entire article. What was the basic premise of the author(s)/researcher(s) ? What prompted this study? How did the author/researcher conduct the study? What were the findings of the study? What implications for education does this study hold?

Critique:

In this section, discuss your reaction to the article. What, in your opinion, were the strengths and/or weaknesses of the study described? As an educator, with what did you especially agree/disagree? Are there any questions/concerns which remain in your mind?

Due Dates:

First Critique:
Second Critique:
Third Critique:

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Program effects on adults' views of themselves as learners, literacy and employment skills, and basic life skills

The Even Start program impacted the adults in the program regarding their perception of themselves and their education. The conclusions for this section primarily came from the graduate and parent participant interviews with the Gordon Personal Profile adding quantitative data.

1. The Adult Interaction Classes provide a sensitive environment which meets the needs of this unique population and contributes to the individual empowerment needed to build self-esteem. Participants reported that they are taking steps to rebuild themselves, and therefore are affecting how they contribute to rebuilding their families.
2. The length of time in which families participate in the program correlates with the effectiveness which they are able to rebuild themselves as lifelong learners in all areas of life. Families who attended consistently for a longer period of time were able to see more positive results in their family's growth and development. A minimum of one year's participation is critical for distinct changes to occur within the home and how the family is empowered to be lifelong learners. Increases in total points from the HOME were directly related to the amount of time the families were involved with Even Start and therefore affects the way the families portrayed their growth.
3. The educational environment provides knowledge about parenting and English which promotes the integration of the Bilingual speaking families into the community.
4. The adult educators provide an appropriate risk-taking environment that is sensitive to the diverse learning styles through self-pacing, interaction, and real life applications in a class atmosphere that promotes social growth.
5. The adults social skills are extended into the community through community involvement activities.
6. Parents attitudes change toward learning to include more time spent in literacy activities and view learning as enjoyable.
7. Parents are setting future goals for themselves.

In summary, parents' attitudes toward learning changed as a result of being involved for a consistent amount of time in Even Start.

Effects of the Even Start Program on adults' views of themselves as parents

The Caldwell Home Inventory, Parent Interviews, and Graduate Interviews were the evaluative measures chosen to examine changes in parenting of the program participants.
1. Involvement in ES more than six months effects the time spent with children in literacy types of activities such as reading to children.
2. Parents who graduate from the program realize the importance of being involved in their child's education and are empowered to be advocates and partners for education.
3. The parent education components in the ES program and its integration across the program's five elements provides parents with strategies which make them a more effective parent.
4. Parents are empowered to help their children make appropriate choices by modeling problem-solving strategies learned from Parent/Child Interaction Play Group. Ninety-five percent of the

new parents reported that activities from the P/C Interaction Play Group have helped them implement those same activities at home by serving as a model.

5. Seventy percent of the parents reported that by organizing their homes, they were providing a more stable and enriched environment for their children. These results came from a combination of discussions incurring during Home Visits and Parent Discussion Group.

6. Sixty-five percent of the parents reported that they are more effective as their child's first teacher because they have learned how important it is to have books available in the home and have children's books at the child's level.

7. Forty-three percent of the parents reported that they now speak more effectively and respectfully to their children due to modeling in the Home Visits and P/C Interaction Play Group.

8. Parents ranked the Early Learning Center as important as the Adult Interaction education classes for their development as parents, but 72% reported that the P/C Interaction Play Group was the most interesting and most anticipated element in the program by both themselves and their children.

9. Parents are aware of the need to be the child's first teacher.

In conclusion, parents make behavior changes and become more confident of their parenting knowledge base.

Early Childhood Education component and its effects on preschool children in the program

The Preschool Screening Inventory (PSI), Peabody Picture Vocabulary Test - Revised (PPVT-R), and Social-Literacy Interaction Scale were measures designated to identify readiness for school.

1. The PSI mean scores on the preschool children who were in the program a minimum of three months increased five times the original scores. This target population scored lower on the pre test than the previous two years but made the largest gains on the post test.

2. The PPVT-R standard scores means on the preschool children who were in the program a minimum of three months more than doubled their original scores.

3. A minimum of one year in the early learning center increases the preschool child's readiness for school.

4. Children social interaction and language improves from pre and post observation.

Longitudinal effects of the program on preschool graduates

The longitudinal data was collected from the Adult Graduate Questionnaire and the Follow-up Questionnaire on the Preschool Graduate. The conclusions are as follows.

1. Teachers ranked Even Start Preschool graduates with a minimum of one year participation in the program as excellent, above average or average in prediction of the each child's future success as a student.

2. Teachers ranked family participation in the child's education as excellent - 62%, above average - 23%, or average - 15%.

3. Ninety-two percent of the children when compared to other student's in their class were ranked as average or above with 52% being ranked as excellent.

In summary, involvement in Even Start prepares preschool children for future success in school. Over 69% of these students would have been labeled at-risk because of Spanish being their first language; however, 100% of the ES preschool graduates' teacher predicted future school success.

II. Recommendations

According to the data reviewed, the Oklahoma City Even Start Family Literacy Program has been effective in meeting program goals for many participant families. There are several program areas that further require consideration.

Recommendations for Program Changes:

According to the data reviewed and the extensive observations of the program, the Oklahoma City Even Start Family Interaction-Intergenerational Literacy Model has been effective in meeting program goals for many participant families. There are several areas that require further consideration.

Recommendations for Curriculum and Instruction:

1. Continue evaluating and focusing on the degree to which Adult Interaction Education classes, the Parent/Child Interaction Play Group and Parent Discussion are integrated with common goals and objectives toward planning.
2. Continue evaluating literacy and language development and promoting literacy awareness by fostering reading and writing in all areas of the five program elements. Examples may include:

*Continue emphasizing and modeling the reading process by reading to young children and their parents.

*Provide bookmaking, Daily News, language experience and other proliteracy activities during Parent/Child Interaction Play Group, the Early Learning Center and Home Visits.

*Discuss children's writing and reading development process during Parent Discussion Group in order to heighten awareness of modeling and exploring reading and writing.

*Continue emphasizing the importance of recognizing and accepting children's writing and reading efforts by promoting literacy activities during home visits and encouraging parents to display children's work in the homes.

*Promote the use of the Even Start family library by continuing to provide adults time after breakfast and the school day to checkout books with their children. Utilize parents who have been in the program for over one year to integrate their own skills and strategies to be "librarians" and organize the check-out of materials. Include these books as part of the home visit interaction objective design.

*Continue stressing the importance and benefits of having a variety of reading materials in the home. This could be accomplished through the Parent/Child Interaction Play Group, Parent Discussion, Adult Interaction classes and Home Visits. Examples may include:

-Providing homes with donated magazines and periodicals

-Utilizing environmental print in activities and game making

3. Continue evaluating and meeting the children's needs socially, emotionally, physically and cognitively throughout the year in order to plan effective integration and appropriate activities within the Early Learning Center, Home Visits and Parent/Child Interaction Play Group. These evaluations may come from a collaboration of anecdotal observations, portfolio assessment, identification of needs, goals and objectives and informal conferencing with the family's home visitor and mother.
4. Continue evaluating lesson designs in all learning areas of the Early Learning Center to be sure that language and literacy are key components and objectives. Continue to evaluate how these objectives are being implemented into daily activities.
5. Continue to evaluate, and encourage adults to self-evaluate, interests, learning styles and academic development prior to setting learning objectives in the Adult Interaction classes.

Recommendations for Assessment:
1. Begin developing family portfolios which reflect the family's development in the following areas:

*Adult Education
*Early Childhood Education
*Parenting Education

These portfolios should be a collaborative effort between families' home visitor, adult learning facilitator and the early childhood teacher to include a sampling of progressive development in all areas of learning. Begin to utilize technical assistance, such as tape recorders and videocameras, to gather samples of development for inclusion in the portfolio. Examples may include:

*Adult writing journals
*Samples of children's work
*Pictures with dictations of annual events
*Progressive work over a period of time

Recommendations for Interactions:
1. Continue developing special times for personal growth and development. Some examples may include: aerobics, craft making, informal discussion on parenting, making games and discussion of specialized topics by community leaders. Some suggested topics include getting ready for job interviews, personal makeovers, job and communication strategies and parenting classes such as S.T.E.P.

In summary, the data collected and reviewed by the ET concludes that the Oklahoma City Even Start Family Interaction-Intergenerational Literacy Model has had positive effects for the participant families in the following areas: (1) home environment; (2) adults' attitudes and motivation for learning; (3) parenting skills; (4) children's social, language and literacy development; (5) school readiness; and (6) parents encouragement and involvement in children's education.

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